

THIRTY-SECOND ANNUAL REPORT

OF THE

COLUMBIA INSTITUTION FOR THE DEAF AND DUMB

TO THE

SECRETARY OF THE INTERIOR.

1889.

WASHINGTON:
GOVERNMENT PRINTING OFFICE.
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COLUMBIA INSTITUTION FOR THE DEAF AND DUMB.

OFFICERS OF THE INSTITUTION.

Patron.—BENJAMIN HARRISON, President of the United States.
President.—EDWARD MINER GALLAUDET, Ph. D., LL. D.
Secretary.—ROBERT C. FOX, LL. D.
Treasurer.—LEWIS J. DAVIS, Esq.

Directors.—HON. JOSEPH R. HAWLEY, Senator from Conn.; HON. JOHN J. HEMPHILL, M. C. from S. C.; HON. R. R. HITT, M. C. from Ill., representing the Congress of the United States; HON. HENRY L. DAWES, of Mass.; HON. WILLIAM E. NIBLACK, LL. D., of Ind.; REV. BYRON SUNDERLAND, D. D.; HON. JOHN W. FOSTER; HON. J. RANDOLPH TUCKER; JAMES C. WELLING, LL. D.

COLLEGE FACULTY.

President and Professor of Moral and Political Science.—EDWARD M. GALLAUDET, Ph. D., LL. D.
Vice-President and Professor of History and Languages.—EDWARD A. FAY, M. A., Ph. D.
Emeritus Professor of Mental Science and English Philology.—SAMUEL PORTER, M. A.
Professor of Natural Science.—REV. JOHN W. CHICKERING, M. A.

Professor of Mathematics and Chemistry.—JOSEPH C. GORDON, M. A.
Assistant Professor of History and English.—J. BURTON HOTCHKISS, M. A.
Assistant Professor of Mathematics and Latin.—AMOS G. DRAPER, M. A.
Instructor in Gymnastics.—JOHN J. CHICKERING, B. A.
Instructor in Drawing.—ARTHUR D. BRYANT, B. Ph.

FACULTY OF THE KENDALL SCHOOL.

President.—EDWARD M. GALLAUDET, Ph. D., LL. D.
Instructors.—JAMES DENISON, M. A., Principal; MELVILLE BALLARD, M. S.; THEODORE A. KIESEL, B. Ph.; SARAH H. PORTER.

Instructor in Articulation.—MARY T. G. GORDON.

DOMESTIC DEPARTMENT.

Supervisor.—JOHN B. WIGHT.
Attending Physician.—D. K. SHUTE, M. D.
Consulting Physician.—N. S. LINCOLN, M. D.
Matron.—Miss ELLEN GORDON.

Assistant Matron.—Mrs. ALICE J. BISHOP.
Assistant Matron.—Miss MARGARET ALLEN.
Master of Shop.—ALMON BRYANT.
Steward.—H. M. VAN NESS.

REPORT

OF THE

COLUMBIA INSTITUTION FOR THE DEAF AND DUMB.

COLUMBIA INSTITUTION FOR THE DEAF AND DUMB,
Kendall Green, near Washington, D. C., October 5, 1889.

SIR: In compliance with the acts of Congress making provision for the support of this institution, we have the honor to report its progress during the year ended June 30, 1889.

The pupils remaining in this institution on the 1st of July, 1888, numbered	87
Admitted during the year.....	25
Since admitted.....	19
Total	131

Under instruction since July 1, 1888, males, 102; females, 29. Of these 65 have been in the collegiate department, representing eighteen States and the District of Columbia, and 66 in the primary department.

CHANGES IN CORPS OF OFFICERS.

The vacancy in the board of directors occasioned by the death of Mr. James C. McGuire, noticed in our report of last year, has been filled by the election of Hon. John W. Foster, of Washington, D. C.

The vacancy among our domestic officers occasioned by the death of Dr. Alexander Y. P. Garnett, also noticed in our last report, has been filled by the appointment of Dr. D. Kerfoot Shute, of Washington, D. C., as attending physician.

Mrs. Alice J. Bishop, who has for the past two years been one of the matrons, has resigned her position. Mrs. Bishop's services have been valuable to the institution, and have been highly appreciated. She carries with her, in her retirement, the respect and cordial goodwill of all connected with the institution.

YOUNG WOMEN IN THE COLLEGE.

The vacancy occasioned by Mrs. Bishop's retirement will not be filled at present, for the reason that the number of young women seeking admission to the college has not been as great as was expected it would be when the doors of the college were opened to women two years ago. The number in attendance at present—eight—can be accommodated in the building of the primary department, and the directors will not ask for the erection of a special dormitory for this class of students until the need therefor is evident.

ESTABLISHMENT OF A PRINTING OFFICE.

During the past year opportunity has been given to five boys of our Kendall School to gain some knowledge of the art of printing.

A modest outfit for a printing office was purchased at a cost of \$485.87, and Mr. Harry Van Allen, a member of our college class of 1889, was placed in charge of the office.

Mr. Van Allen, who has had several years' experience as a practical printer, succeeded admirably with his pupils, and much very creditable work has been done by him and by them.

The proceeds of work done for outside parties have more than covered the pay of the instructor, while a considerable amount of printing has been done for the institution.

It is hoped that Congress will allow this very important branch of instruction to become a permanent feature in the institution.

COURSE OF INSTRUCTION AND LECTURES.

No essential change has taken place in the general course of instruction since 1887, when in our thirtieth report a detailed statement of the branches taught in both school and college was published.

During the past year special lectures have been given as follows:

IN THE COLLEGE.

Historical Sketch of Difficulties encountered in the Establishment of the National Deaf Mute College. By President Gallaudet.

Dante's Virgil. By Professor Fay.

Land of Evangeline. By Professor Chickering.

Banks and Banking as Factors in Civilization. By Professor Gordon.

Character and Policy of Queen Elizabeth. By Professor Hotchkiss.

The Religion of the Romans. By Professor Draper.

IN THE KENDALL SCHOOL.

Reminiscences of the Civil War. By Mr. Denison.

Ascent in a Balloon. By Mr. I. H. Benedict.

Daniel Boone. By Mr. J. S. Long.

The Indians of Cape Breton. By Mr. Kiesel.

Fremont's Expedition. By Mr. Bryant.

Benjamin Franklin. By Mr. Charles.

Andrew Jackson. By Mr. Ballard.

At the close of the academic year, in June, certificates of honorable dismissal from the Kendall School were given to Anna May Wood, Irene B. Martin, Harry B. Shibley, Daniel C. Watson, James Allen Wright, and Thomas Henry Peters.

THE TWENTY-FIFTH ANNIVERSARY OF THE COLLEGE.

The exercises of Presentation Day, in May last, when the completion of the first quarter century of the college was celebrated, were of more than ordinary interest.

The patron of the institution, President Harrison, presided. Many prominent officers of the Government, including Secretary Noble, of the Interior Department, were present, as also many citizens of Washington and friends of the college from a distance.

A full account of the proceedings is submitted in the appendix to this report.

ACTION OF CONGRESS LIMITING SALARIES.

Congress at its last session enacted a law, in the form of a proviso attached to the usual appropriation for the current expenses of the institution, which, if carried into effect during the current fiscal year, would, in the opinion of the directors, affect most disastrously the welfare of the institution.

Fortunately the full force of the law will not be felt until toward the close of the current year, thus giving time to bring the points involved to the further consideration of Congress.

At a meeting of the board held May 7, at which there were present the president and secretary, Hon. Henry L. Dawes, Hon. R. R. Hitt, Hon. John J. Hemphill, Hon. J. Randolph Tucker, Dr. James C. Welling, and Hon. John W. Foster, the following was on motion of Hon. J. Randolph Tucker unanimously adopted :

The board has taken into consideration the proviso contained in the sundry civil appropriation bill approved March 3, 1889, in the following words, to wit: "*Provided*, That of the above sum no more shall be expended for salaries and wages in this institution during the fiscal year 1890 than shall, with the payments from other sources, make a total for such salaries and wages for said year of \$28,000 in all." The amount allowed by the board for salaries and wages for the current year has been about \$31,000, and the same has been allowed for several years past. The board considers this sum not only reasonable, but necessary for the proper support of the educational system now firmly and successfully established and in operation in the institution, because it is not in excess of the amount allowed in like institutions elsewhere, even where the education afforded is altogether primary and not at all collegiate, and because the qualifications of professors in collegiate branches in this institution should be as great as in other colleges, and their special qualifications for teaching deaf-mutes must be peculiar and in addition to those usually possessed by professors in the same branches of learning in colleges for those who are not deaf-mutes.

The board therefore is of opinion, in full consideration, that the proviso in the aforesaid act of Congress will injuriously impair the efficiency of the institution and unjustly decrease the fair remuneration of professors for their important and peculiar duties.

The board desires that these views be officially laid before the next Congress in order that this restriction of the amount paid for salaries and wages be removed in the future, and that the deficit under the proviso above mentioned may be supplied by an appropriation of an amount sufficient to pay the just salaries and wages heretofore allowed by the board.

Resolved, That the president of the institution be instructed to lay this minute of the board before the Secretary of the Interior in order to its being included in the estimates to Congress, and be incorporated in the annual report of the president and directors to the Secretary of the Interior.

ACTION OF CONGRESS CONCERNING STUDENTS IN THE COLLEGE.

Congress, at its last session, also added to the usual appropriation another proviso, the effect of which, should it become permanently operative, would be disastrous to the usefulness of the most important and most widely known department of the institution, the college.

The proviso reads as follows :

And provided further, That deaf-mutes, not exceeding 60 in number, admitted to this institution from the several States and Territories, as provided in section 4865 of the Revised Statutes, shall only have the expenses of their instruction in the collegiate department, exclusive of support, paid from appropriations made for the support of the institution.

The policy called for by this proviso is practically a complete reversal of that pursued by the Government and the institution in regard

to the college for the twenty-five years of its existence, so far as pecuniary aid to students is concerned. Insisted on, it will close the doors of the college to the poor while leaving them open to the rich, and the commodious buildings erected by Congress for the benefit of the many deaf youth of the country will soon be tenanted by a mere handful of students.

In view of the importance of an early modification of this law the directors ask the careful consideration of the following statement of what has been the practice during the entire history of the college as to the extent of aid furnished students.

The pecuniary circumstances of every applicant have been carefully investigated, and whenever there has been an ability to pay, the full charge for board and tuition has been insisted on.

In cases where pecuniary inability has been evident, the charge for board and tuition has been remitted, always on the recommendation and at the request of the member of Congress from the district in which the applicant resides.

In no instance has the institution assumed the support of a collegiate student. Those receiving the greatest assistance have provided their own clothing and books, they have met all traveling expenses, and they have been at their own charges during the long summer vacation.

A large majority of these youths have come from homes many hundreds of miles distant from Washington. Nearly all of them have worked hard during the vacations to earn money enough to meet the expenses above referred to of travel, clothing, etc. Many of them have been employed as farm laborers, coal and iron miners, and in other severe occupations.

To the poor hearing boy, intelligent and ambitious, no matter in what position of our great country he may reside, institutions for his higher education are open within a few hours' travel. It is the boast of many of these that no deserving youth is turned from their doors for lack of means. But no door in all of these colleges is open to the deaf young man or woman who may reside even beneath the shadow of their walls.

The Government has with a generous hand established and equipped one college in which for a quarter of a century the deaf youth of the country have received privileges no greater than are offered to their more favored brothers and sisters in many of the States.

The legislation of the last Congress closes the doors of the college to all such as bear the misfortune of poverty in addition to that of deafness, and proposes to maintain, at considerable outlay, an institution the benefits of which none but the children of the wealthy can enjoy.

The directors can not believe it to be the deliberate purpose of Congress so to restrict the distribution of the advantages our college is prepared to give to such deaf youths as are capable of profiting by them. They therefore confidently appeal for a modification of the law of last March in the interest of a resumption of that more generous, may they not say more just, policy which has been heretofore pursued.

RECEIPTS AND EXPENDITURES.

The receipts and expenditures for the year now under review will appear from the following detailed statements :

SUPPORT OF THE INSTITUTION.

RECEIPTS.

Balance from old account	\$125.29
Received from Treasury of the United States	55,000.00
Received from manual labor fund	332.20
Received for board and tuition	6,443.06
Received for work done in shop	175.75
Received for work done in printing office	260.25
Received from sale of old metal and ashes	11.55
Received for damage to grounds	2.25
Received for milk sold	26.77
Received for rent of dwelling	60.00

62,437.12

EXPENDITURES.

Expended for salaries and wages out of appropriations from Congress.....	27,331.14
Expended for salaries and wages out of funds belonging to the institution.....	4,259.20
Expended for groceries	3,734.19
Expended for repairs	3,904.50
Expended for household expenses, marketing, etc.....	2,519.84
Expended for meats	3,863.29
Expended for bread	1,243.66
Expended for butter	1,855.34
Expended for medical and surgical attendance	529.00
Expended for rent of telephone.....	100.00
Expended for furniture	541.16
Expended for lumber	754.78
Expended for dry goods, etc.....	982.68
Expended for gas	987.89
Expended for paints.....	407.21
Expended for feed, flour, etc	1,181.64
Expended for printing	52.13
Expended for medicines and chemicals.....	255.21
Expended for books, paper, etc.....	596.73
Expended for hardware	397.26
Expended for fuel	2,687.96
Expended for plants and flowers.....	234.75
Expended for blacksmithing	98.30
Expended for wagon and repairs.....	558.35
Expended for auditing the accounts of the institution and for traveling expenses of non-resident directors in attending meetings of the board.....	403.00
Expended for ice	266.07
Expended for manure	80.00
Expended for live stock.....	198.47
Expended for harness and repairs	111.07
Expended for garden seeds, etc.....	95.72
Expended for entertainment of pupils.....	55.00
Expended in fitting up printing office.....	485.87
Expended for china, glass, and wooden ware.....	462.50
Expended for freights.....	35.27
Expended for stamped envelopes	21.80
Expended for potatoes	133.80
Expended for illustrative apparatus	207.75
Expended for expenses of delegate attending International Congress of Deaf-Mutes in Paris.....	250.00
Balance.....	495.59

62,437.12:

ESTIMATES FOR NEXT YEAR.

The following estimates for the fiscal year ending June 30, 1891, have already been submitted :

For the support of the institution, including salaries and incidental expenses, for books and illustrative apparatus, and for general repairs and improvements, \$58,000.

For the care and improvement of the grounds of the institution, \$3,000.

Also for the current fiscal year :

For salaries and wages, in addition to the amount already allowed, \$3,000.

The reasons for the submission of these estimates were fully set forth in the letter transmitting them some weeks since, and need not, therefore, be given here. The directors, however, will beg the privilege of repeating what was said in last year's report in reference to the estimates then submitted, for the paragraphs are as pertinent in the present connection as when originally used :

It has been the uniform policy of the directors, since the foundation of the institution, to study the closest possible economy in its management consistent with the best possible results, and they have felt that the class of persons for whose benefit the institution was established, in view of the peculiar disability under which they labor, and which exists through no fault of their own, deserve educational facilities at least equal to their more-favored brothers and sisters in any part of the country.

Believing it to be the policy of the Government to do as much as this for the children of silence who are gathered within the walls of the most prominent institution in the country, the directors have authorized the submission of these estimates, and will hope for their favorable consideration by Congress.

UNVEILING OF A STATUE OF THOMAS HOPKINS GALLAUDET.

An occasion of much more than ordinary interest occurred at Kendall Green at the close of our academic year in June. Some three hundred educated deaf persons met here in convention, under an organization effected in Cincinnati, Ohio, in 1880, when the National Association of the Deaf was formed. The object of this association is to bring together the most intelligent of the class for the purpose of discussing questions of interest and importance to them.

The second meeting of the association was held in New York City in 1883, and it was there decided to provide by voluntary contributions from the deaf of the whole country a memorial of the founder of deaf-mute instruction in America in the shape of a statue to be erected on the grounds of this institution.

No long delay occurred in raising the fund for this purpose, and upwards of \$12,000 was secured, the contributors representing every State, Territory, and District of the United States. As the result of this liberality, a bronze statue of rare artistic merit has been modeled by Daniel C. French, of New York, representing Thomas Hopkins Gallaudet at the age of thirty teaching the child Alice Cogswell, interest in whom led Dr. Gallaudet to devote himself to the work of deaf-mute instruction, and was placed on the grounds of the institution, near the entrance to the chapel, a few days before the assembling of the convention. On the afternoon of June 26, in the presence of a large and interested company, the statue was unveiled and presented to the institution with appropriate ceremonies, an account of which will be found in the Appendix.

The directors feel it to be their duty, as it certainly is their pleasure, to express to the donors of this beautiful monument their appreciation

of its value and their purpose to guard it with care, that it may fulfill its high mission, giving to future generations the lessons taught by the life of a great and good man.

INTERNATIONAL CONVENTION OF DEAF-MUTES AT PARIS.

Conventions of the deaf, both local and national, have been frequently held during the past few years in this country and in Europe, but no international meeting has been called until the present year, when the "Association Amicale" of French deaf-mutes invited deaf persons from all parts of the world to join in an international convention to be held at Paris July 10-18.

The subjects proposed for discussion were "The Deaf-Mute in Society," "At Work," "In the Family," "His Relations to the Laws of his Country," and "His Benefactors from the Time of the Abbe de l'Épée to the Present Day." It was also proposed to pay special honor to the memory of the Abbe de l'Épée, founder of public deaf-mute institutions in France, the present being the centennial year of his death.

The assemblage of deaf-mutes promised to be of such importance that quite a number of the State schools for the deaf in this country sent delegates. It seemed proper that the college should be represented, and at the suggestion of the faculty Professor Draper was requested to attend the convention. An interesting report from him will be found in the Appendix.

INSTRUCTION OF THE BLIND AND THE FEEBLE-MINDED.

Provision is made by Congress for the instruction of the blind and the feeble-minded of the District of Columbia in schools for such purposes in Maryland and Pennsylvania. Applications for the benefit of these provisions must be made through the president of this institution. It seems proper, therefore, to call the attention of Congress in this report to the fact that while all blind persons of teachable age in indigent circumstances may secure the benefits of the bounty of the Government, the amount available for the feeble-minded is so limited as to be entirely insufficient to meet the cases that are now greatly in need of aid.

Every consideration of benevolence, not to say justice, demands an increase of the appropriation at the earliest possible day.

All of which is respectfully submitted by order of the board of directors.

E. M. GALLAUDET,
President.

Hon. JOHN W. NOBLE,
Secretary of the Interior.

APPENDIX.

EXERCISES OF PRESENTATION DAY.

The twenty-fifth anniversary of the college was observed in connection with the regular exercises of presentation day, May 8. President Gallaudet introduced Dr. Philip G. Gillett, for more than thirty years principal of the Illinois School for the Deaf, who offered the following prayer :

Our Heavenly Father, we thank Thee for this occasion ; we thank Thee for the civil institutions that make such an occasion possible ; we thank Thee for the spirit of the Gospel that inspires all these institutions of ours and gives us such a one as this, which is the highest, the most fitting material expression of the power of our Christianity and of our civilization ; we thank Thee, O Lord our Heavenly Father, that Thou didst put in the heart of the people of this land to take that interest, that practical interest, in the misfortunes of some of their fellows that here, as well as elsewhere, are brought together—some whom Thy hand has been laid upon in denying some of the privileges and blessings that fall to the common lot of mankind ; and we thank Thee, our Heavenly Father, that under the influence and spirit of the Gospel that Jesus Christ brought into the world these losses and these deprivations have, in some respects, been fully and more than fully compensated for.

And now we thank Thee, O Lord, for Thy blessing, which has rested upon this college, this National College for the Deaf ; we thank Thee that Thou hast watched over it during this quarter of a century, and that we are permitted upon this beautiful afternoon to join together in celebrating this twenty-fifth anniversary ; we thank Thee for the blessings that have rested upon the institution and its officers ; we thank Thee for the blessings that have rested upon its presiding officer, that Thou didst take him in the years of his early manhood and endow him with prudence, wisdom, and energy, with tact and with discretion, and that in the wise exercise of these Thou hast let Thy blessing rest on his labor, and we see here to-day in the capital of our happy land what can not be seen anywhere else upon this Thy footstool.

Now, our Heavenly Father, we pray that Thy blessing may continue to rest on this institution, upon its president, its teachers, instructors, and professors, and all of its students. We thank Thee for the blessing which has attended those who have gone out from its walls, carrying peace, happiness, and comfort to many others similarly afflicted with themselves.

We pray Thee, our Heavenly Father, that Thy blessing may rest on the class soon to take their departure ; grant that they may be truthful men and women, upright and honest, exercising all the prerogatives of citizenship in the fear of God and to the honor and glory of Thy name.

Be pleased to hear this our petition, O Lord our Heavenly Father, we humbly beseech Thee; be in all our hearts; be in all the expressions given to-day, whether oral or manual; may God himself, the Holy Spirit himself, be present to bless us, and may we feel this is the house of God, a gate of heaven to our waiting souls.

Be with us in the journey of life; may our moral and religious characters be invigorated; may the character and purposes of life be strengthened in ourselves, and as we go hence may we go being stronger in the faith. These things we ask through the righteousness of Christ, through Jesus Christ, our Lord.

Essays were then presented by members of the graduating class as follows:

Oration: The Pleasures of Home. Clarence Wilton Charles, Ohio.

Dissertation: The Nicaragua Canal. Thomas Scott Marr, jr., Tennessee.

Oration: International Copyright. Edwin Clarence Harrah, Pennsylvania.

Oration: Sir Walter Scott. Joseph Schuyler Long, Iowa.

Oration: Alcestis and Cordelia. Harry Van Allen, New York.

President Gallaudet then spoke as follows:

The express which was to have brought a thesis from Omaha did not arrive in time to allow a place to be made for it on the programme. Mr. Olof Hanson, who has presented this thesis, the reading of which I with considerable reluctance omit, for it is a scholarly production and will be printed, is a young architect of Omaha, who graduated from this college three years ago with high honors; he is now before us as a candidate for a Master's degree; he has satisfied all the requirements of the faculty in the progress he has made in the pursuit of his profession, that of architecture, and I take especial satisfaction in speaking of this young man and his work since he left college, for the question is not seldom asked me, "What, in the struggle of life, can the graduates do, handicapped by deafness?" And when I can present to the audience [exhibiting plans] the original plan of a building to be erected, it is hoped, and at no very distant day, as a school building in the State of Minnesota, a design prepared by Mr. Hanson, all the specifications of the minutest details drawn out, all the plans prepared ready for the erection of the building, and these made by this very young man just three years out of the college, I feel we are justified in conferring on him the degree of Master of Arts. [Applause.]

THE FUTURE OF AMERICAN ARCHITECTURE.

By OLOF HANSON.

The little army of men who are digging the Eastern sands in the interests of archæology every now and then turn up some remains of ancient art which throw new light on the history of the human race. Great as have been the services of philology in tracing the relations of prehistoric man, its evidence is sometimes obscure, and it does not go so far back as we could wish. Then archæology comes in as a worthy assistant. Certain features of construction and ornament are peculiar to certain peoples, and when the same features are found in different countries we may be certain that their inhabitants were in some way related.

Architecture is a faithful index of the character and condition of a people. It rises and falls with civilization, and the most prominent

characteristics of a nation generally find expression in its architecture. The slavish Egyptians toiled long and drearily to pile up enormous pyramids in memory of their Pharaohs; the independent Greeks built noble temples and beautiful public edifices; the power and grandeur of Rome found expression in triumphal arches and magnificent public works, and to the influence of the church during the Middle Ages we are indebted for a number of noble ecclesiastical edifices.

It is possible, by observing the conditions under which these things were wrought, and by noting what similar conditions exist or are likely to exist in this country, to form some idea of the probable future of our architecture. The pyramids are impossible, because the conditions under which they were built can not recur. It is not probable that the military glory and subsequent grandeur of Rome will be repeated, and we may hope to avoid her extravagance. The church is not likely to obtain a dominance like that of the Middle Ages, and we may not see the preponderance of any one class of architecture to the exclusion of others. All things considered, the conditions existing here appear most nearly to resemble those of Greece. We have her independence, and are favored by natural conditions. With peace, which follows civilization, internal development can not fail to result. The native resources of our country are greater than those of any other in ancient or modern times, and the expectation that we will surpass them all in wealth and prosperity is therefore not unreasonable. With all the past to learn from, and with mental powers inferior to none, there is no reason why we should not surpass our contemporaries in architecture and the fine arts, just as we seem to be fairly on the way of doing in science and the mechanical arts; and we may even strive to attain the perfection of the acknowledged masters—the ancient Greeks.

To be sure, this bright view of the future may not be warranted by a survey of the present state of the art in this country. Some one may ask, How about that essential to good architecture, truth and honesty? What about our sham cornices and tin ornaments? To this I would reply that, though there doubtless might be a great deal more truth and honesty in the world, yet I think that on the whole the Americans are as honest as the Greeks, and if Diogenes lived in these days he might not have to go around with his lantern in broad daylight and search in vain for an honest man.

Again, when we see how indifferent the greater portion of our people are to the beauties of architecture, and when our best artists are driven abroad to seek the patronage and appreciation which they fail to receive at home, some may entertain doubts as to the future of American architecture and art. But this, I believe, is only temporary and incidental to the development of a new country. Haste is the order of the day. Art can be appreciated only when we have time to admire and enjoy it. We are too busy in the pursuit of wealth to think of anything else. The acquisition of wealth is in itself a pleasure; but once gained it ceases to be so, and its possessors then seek pleasure in art and refinement which wealth and leisure enable them to patronize and cultivate. Already a number of our wealthier citizens are beginning to manifest an interest in this direction, and as their number is constantly increasing, we may well look to the future with brighter hopes.

It is encouraging to note the desire of our suburban population to make their homes attractive. Of course mistakes are occasionally made. Some designs are deficient in artistic qualities, while others, not a few, overlook the fact that, as tersely expressed by Ruskin, "Architecture is ornamental construction, not constructed ornament." But,

on the whole, there is a steady progress in the right direction. The tendency of our best architecture at present seems to be toward simplicity. Effect is sought by a judicious grouping of the principal masses, and a picturesque treatment of the roof, rather than by elaborate details and ornament. This is, no doubt, due to the demand for rapid and economical construction. Ornament when used is delicate in design, appropriate to its place, and neatly executed, in accordance with the principle that it is better to have a little ornament that is good than much that is indifferent or poor.

Our public and municipal architecture is fairly creditable, considering the circumstances of its production; but it does not, by any means, represent the ability of our architects, since very few of the Government buildings are designed by the ablest men in the profession, the majority being designed by salaried officials in the employ of the Government. For the sake of good architecture it is to be hoped that the profession will be afforded the opportunity to demonstrate its ability in this important class of buildings, and that the best architects will be selected, as is done in the older countries, by a careful system of public competition.

The class of buildings in which we have made the greatest advance is unquestionably mercantile and business buildings. Some of our office buildings are models of convenience and elegance. Here, as before remarked, our architecture is an index of the character of the people, for we are essentially a business people. The demand for high buildings since the invention of the elevator has thrown our architects on their own resources to make the exterior appropriate, and the happy manner in which they have met and are meeting this difficulty testifies to their ability.

Much has been said about the various styles of architecture, but the fact is that very few of our buildings are constructed in accordance with any pure style. Independent as our people are in all things, we are not bound by any conventional rules of the past. Our architects feel perhaps better than those of any other country, that they are "the heirs of all the ages." We are at liberty to choose from any style and combine it with any other, the only rule by which we are bound being that the new combinations shall be harmonious and appropriate. This is not always easy, and we can not avoid making mistakes sometimes. But we will learn by our mistakes, and the result will be a far more varied and no less agreeable style than any of the past. We are not to copy the work of our predecessors without questioning, but to adapt such features as meet our requirements, and remodel them to suit our needs.

It is not my purpose to depreciate the pure classical styles. Far from it. Buildings erected according to them are often beautiful, and those who have a preference for these styles are not to be esteemed less on that account. But, in my opinion, the future architecture of America will not be any pure style or styles of the past, but a diversified combination of different styles; not a chaotic conglomeration, but a fusion, highly varied, yet perfectly appropriate and harmonious.

It is probable that the metals will play an important part in future constructions. This, however, is of more interest to the engineer than to the architect. For, though a metallic frame work can be covered in such a manner as to resemble buildings constructed of nobler material, yet true architecture always shrinks from anything which is not what it pretends to be. If such buildings, however, are constructed without any attempt to imitate those built of other material, but rest their claim

to favor on their own merits, then they are entitled to and will doubtless receive such recognition as they may deserve.

One important difference to be noted between ancient and modern architecture is the tendency to avoid unnecessarily heavy construction and proportion. From the massive rock-cut temples of India and the ponderous columns of Karnak, to the Grecian Doric there is a long step in this direction. In the transition from the Doric to the Ionic and from the Ionic to the Corinthian, this tendency is clearly marked, and when we look at Roman and Byzantine architecture we at once notice that the aim is in the same direction, though it is not carried very far. In the Gothic cathedrals constructive skill reached its height, and in some of them there is hardly a stone which is not necessary to their stability. This tendency is in danger of being carried too far; but our best architects, while they do not waste their material, yet leave a sufficient margin of safety to give one a sense of security. Taking the present and the past as a basis for judging the future, it seems to point to the following conclusions: That our architecture will be highly varied, free and independent, combining the best features of the past in agreeable and harmonious proportions; that no particular class of buildings will predominate over others; that needlessly heavy construction and proportions will be avoided; that our domestic architecture will be picturesque and pleasant; and that inventive genius, combined with constructive skill, will develop a style of architecture which will be broader and grander than anything of the past and a worthy representative of a great people.

REMARKS OF PRESIDENT GALLAUDET.

President Gallaudet continued: Next on the programme is the name of the Rev. James Henry Cloud, of Illinois, who is down for an oration on the subject of The Physical Basis of Education. Mr. Cloud was a classmate of Mr. Hanson's, and graduated from this college three years ago. He accepted a position in the Illinois School for the Deaf as instructor and director of physical training, assuming the charge of a large school of more than five hundred pupils, directing their physical training, having a fine gymnasium in which to conduct that service. Mr. Cloud has made a study of anatomy; he has made a study of physical training; he has been under the instruction of Dr. Sargent, at Cambridge, during his vacations, and has proved an eminently successful teacher of physical development. But that is a small part only of the work he has been doing during the past three years. The necessity for laboring and earning money to aid members of his family was upon him. But his aim was to study for the ministry, and so side by side with this work which he has most creditably done, he has pursued theological studies necessary to his acceptance and his ordination, which occurred within the past month, as a deacon in the Episcopal Church. So he stands upon our catalogue, three years after leaving college, as the Rev. James Henry Cloud; and in view of his attainments in his theological studies, and in the other lines I have spoken of, our faculty have recommended him to the board of directors for the degree of Master of Arts, and that degree has been conferred upon him as upon Mr. Hanson. His purpose is to minister, as a clergyman, to his own class, and for that service there is a demand and need which is unquestioned, and which asks for just such laborers as he is.

The members of the graduating class, whose essays have been presented to you to-day, are now presented by vote of the faculty to the

directors as candidates for degrees—two of them for the degree of Bachelor of Science, and three of them for the degree of Bachelor of Arts.

I present these gentlemen as candidates for these degrees if, Mr. President, you will allow me to address you as patron of our institution, certainly our most welcome guest to-day, not only for reasons personal to yourself, but because you represent to us that great beneficent Government, the liberality of which, expressed now through a quarter of a century of generous appropriation, has made this college, this only college for the deaf that now exists, or has ever existed, possible. And here, upon the bounty of the Government mainly, has our work been done, and we present these young men to you, members of the board of directors, as candidates for the degrees which the faculty feel they have fairly earned by the course of study they have pursued. [Applause.]

Twenty-five years ago, in the month of April, the Senate of the United States was asked to consider a bill proposing to give to the directors of this institution, then a small primary school for the deaf, the authority to confer such degrees as are usually conferred by colleges. The suggestion excited some ridicule in the Senate, and wonder was expressed that it was thought possible deaf-mutes could ever achieve a collegiate course. There were those, however, who championed the cause of the higher education of the deaf, and after a spirited discussion the Senate of the United States unanimously agreed to give power asked for to the directors of this young school for the deaf. The House soon concurred in the action of the Senate, and a few weeks later exercises were held in the city of Washington, in which it was announced to the public that a college for the deaf was inaugurated. It had no students; it had no professors; it had no money; it had no house, but it had the spirit to do the work, and those who were imbued with that spirit announced their purpose to the world and invited the attendance of those who might seek to come here to this little school to enter upon the higher education.

On the occasion of those public exercises, those who were especially interested in the carrying forward of the new enterprise were cheered very greatly by the presence of a friend who represented at the same time the colleges and the Congress of the country. This warm-hearted friend put courage into the hearts of those who were then taking up the work, which has since developed here, in an address, the closing words of which I will ask you to listen to.

You have now founded the first college in this country for the education of the deaf and dumb. Are there any here disposed to distrust the auspices of this day, or despair of the final success of this Christian enterprise; which marks so clearly the character and the progress of the age, let them call to mind the history of American colleges.

The University of Cambridge, ancient and venerable, the *alma mater* of a long line of illustrious sons who have gone forth from her halls, though now lifted into affluence by the munificence of a wise and grateful people, in its infancy was sustained by the neighboring husbandmen with liberal gifts of beans and corn, wheat and rye, and other products of the soil. Those were the days of small things to the institution, but faith wrought with her works until she finally triumphed. Dartmouth College, with which I have the honor to be connected, and whose bright record of alumni unrolls through nearly a hundred years; which has sent forth such men as Poor, and Goodale, and Wright, to erect the standard of Christianity on benighted shores; which has given to the bar and the State, among other imperishable names, a Webster and a Woodbury, a Choate and a Chase, and the venerable statesman whose munificence has founded this institution, and whose presence gladdens these festivities, was at the first only a tent pitched in the wilderness by the elder Wheelock, for the education of Indian youth.

But you have laid the corner-stone of your college in the midst of wealth and in the very capital of the nation, where, beyond peradventure, the treasures of a generous people will be poured out to supply the necessities of the institution that is eyes to the blind and ears to the deaf.

Your college can not fail to succeed, and will yet, I trust, be a blessing to many generations of the children of misfortune. Gladly, sir, do I welcome your institution to the circle of colleges, and your faculty to the fellowship of scholars devoted to kindred labors. You have entered upon an enterprise that involves great responsibilities and years of toil. Often will your mind alternate between hope and fear. Often will you lie down to rest perplexed with care and saddened with wearisome duties; but remember, through all, that your works will follow when—

“The stars shall fade away, the sun himself
Grow dim with age, and nature sink in years.”

The friend who so warmly encouraged us twenty-five years ago became, not long after, the first director of our institution representing the Senate of the United States, and through a series of years his aid was most efficient in Congress, in the early development of this institution, through times that were critical and through experiences often depressing. I am sure, when I have said all this, you will join with me in feeling it is an especial pleasure that this same friend, who was with us twenty-five years ago and associated with the institution, not only as director, but afterwards as preceptor, lecturing on natural science on several occasions, and so taking a place in its faculty, is with us to-day to give us his greeting on our twenty-fifth anniversary and to encourage us to still better work in the future. I have the great pleasure and honor of introducing to you, as orator of the day, ex-Senator and superintendent of public instruction in New Hampshire, James W. Patterson, who will now address you. [Applause.]

ADDRESS OF HON. JAMES W. PATTERSON.

If, as we are told, demand and production are reciprocal in the economy of nature as in the economy of business, then the senses may have been products of our environment, and the blind fish of the cave, if brought to the light, might in time recover his lost sight, or new senses be acquired if future conditions should demand it. Congenital deafness, inherited from deaf or too closely related ancestors, illustrates, it is claimed, the pressure of a universal law, which man must heed in the conduct of life if he would improve the physical condition of the race. Such theories may have their value as philosophical speculations; but if one in every two thousand or fifteen hundred of our population is a deaf mute, we have thirty or forty thousand, exiled by birth or accident from the world of sound, who can not wait to theorize on the laws of heredity, or for a force of nature to unstop the avenue of hearing. These short-lived unfortunates can not defer their deliverance for a gracious miracle of evolution. Their hope is in the development of the potential power that slumbers in the remaining faculties. This is what modern science, inspired by the spirit of Christian love, has been doing for the last hundred years.

The blindness, cruelty, and moral inertia of the natural man, as seen in his treatment of the deaf, is a humiliating fact in human history. During the earlier ages congenital deafness, which closed the chief inlet of intelligence and barred the avenue of social intercourse, was deemed a visitation of divine wrath, and the poor victim was destroyed to save the family honor, or classed with the idiotic and insane and treated as an outcast from the functions and sympathies of society.

In the earliest civil code which has come down to us a restriction is laid upon this brutality of man. The prohibition of the Mosaic law

was, "Thou shalt not curse the deaf, nor put a stumbling-block before the blind, but shall fear thy God."

The Brahminical law, though it excluded the deaf from the inheritance of property, provided for their support by the nearest heir. The Romans gave full civil rights to the accidentally deaf who could write, but denied them to all others of the class. The grand orations, the splendid poems, and the profoundest utterances of Greek philosophy give not a glimmer of the light of modern science on this dark problem. The dictum of Aristotle was, that the deaf are wholly incapable of intellectual instruction. To that age and country the loss of hearing barred forever the gate of knowledge; and as late as the fourth century it was thought by the saintly Augustine that even the gates of heaven had been closed to these smitten children of God. He declared that faith was impossible to the deaf because they could not learn letters, through which faith could be acquired.

But the great Founder of our faith taught a diviner philosophy than this, and by miracles prophetic of a better age opened the eyes of the blind and unstopped the ears of the deaf. The spirit of Christianity, toiling in the gloom of fifteen dark centuries, has slowly developed both the possibility and the method of educating these unfortunate children of the state.

At first, and for many years, the effort was personal and tentative, and had to work its way against universal distrust and prejudice.

But numerous individual instances of remarkable success in educating the eye to do the work of the lost sense, and in substituting the older language of signs for that of speech, slowly demonstrated the possibility of bringing the deaf, as a class, into the functions and enjoyments of general society. This recognized possibility brought with it a sense of duty, and about the middle of the last century schools for deaf-mutes began to be opened on the Continent and in England, which at the beginning of the present century were in many instances adopted by governments as public institutions. The first in this country was established at Hartford, Conn., in 1817, by the honored father of the president of the college whose quarter-centennial we have this day met to celebrate. Other institutions followed, and provisions were made in most of the States for the education of this class of their population, by such methods as ingenuity and experience had devised for that purpose. The enlightened civilization of our century, humanized and inspired by the genius of Christianity, has brought thousands of American children in each generation, since the founding of these schools, from a worse than Siberian exclusion into the circle of human sympathies and responsibilities.

As the number of deaf-mutes multiplied, a call was heard for a college where teachers not only skilled in the different systems of their art could be trained, but where teachers disciplined and cultured in the higher ranges of scholarship might be educated.

Students who had tasted of the fountains of knowledge began to thirst for classic literature, and to yearn for the deeper problems of science and history.

As we should have anticipated, here in the capital of the latest, freest, richest nation of the world, where thought spurns the trammels of prescription, and where the education of all the people is both a patriotic and a religious duty, the first seat of higher learning for the deaf came into existence, but with perhaps more than the usual hardships attending the birth of such institutions.

The success, however, which has attended the college has richly com-

pensated its founders for all their labors, and has crowned with perpetual gladness and enduring fame him whose pregnant thought and incessant care laid its foundations, and have guided and guarded its interests through all these years of trial. This son has added luster to the name of an honored father by planting an institution that will perpetuate his memory through successive generations of the children of misfortune.

We who are accustomed to receive unconsciously the good things of life through all the senses are not liable to apprehend the real beneficence and greatness of the work to which this institution has been dedicated. The deaf, banished to the silence, seclusion, and solitude of their own minds, neglected by their fellows, and tantalized by intimations and mysteries which they could not fathom, were often misanthropes, and always exiles from the realm of business, the educating pleasures of intercourse, the republic of letters, and the spiritual kingdom planted by the divine Nazarene.

But education has been to them a revelation, both of humanity and of God. The intellectual and moral life kindled in these silent students has rendered them efficient and successful in all the industries and in many of the professional callings of their day. It has brought them into immediate and constant communication with the living world through the language of signs, and so flooded their thoughts with ideas and awakened wit and wisdom in minds otherwise torpid and vacant.

As an illustration of this, a student of the institution once wrote for me—his face the while glowing with fun—"We are all for Grant at the college, for he is the first mute ever proposed for high office." The same young man having been made an examiner of patents, rose rapidly by dint of skill and quickness of apprehension to the head of his calling, and has since held a leading place in a prominent firm of patent lawyers. I do not speak of this one as pre-eminent, but as a fair representative of his class.

This inflow of ideas brings an unconscious growth of faculty which results in practical ability worth to the community a hundred-fold the cost of educating these wards of the nation.

But I would not measure the utility of the institution solely by material results. Its curriculum opens an unobstructed entrance to the rich and exhaustless fields of literature and science, as fruitful of pleasure and profit to the children of silence as to us.

Articulate speech and written language are both inventions evolved from man's necessities for the communication of ideas. Oral speech speaks to the ear, and is the medium of daily intercourse for which the deaf have a manual substitute that speaks to the eye. But written symbols of thought are the language of the absent, whether living or dead. Through books the republic of letters is perpetuated, and the accumulated intellectual wealth of the past transmitted from generation to generation. But it is the receptive spirit of the scholar, not of the unlettered, that the genius of other ages kindles into a flame.

The philosophy, science, and arts which the master minds have produced find no congenial soil in the abodes of barbarism. Only educated intellect finds solace and nourishment in the mental products of the gifted men of other centuries. But how the splendid treasures of science, song, and devotion, inherited from the past, were to be made available to the unhearing was a difficult problem to solve. As only about one-third of one per cent. of the scholars in our public schools continue their studies through a collegiate course, it was obvious that the number of deaf students in any one State desiring such an education

was not sufficient, twenty-five years since, to justify the founding of such an institution by any local or State government. But there was a demand in the country for one such institution. That the national Government; at this juncture, should come forward in the spirit of the purest and loftiest civilization, and in the face of strong opposition and the denial of constitutional authority, and found and maintain a college in which the choicest of these beneficiaries of the Republic could be lifted into the fellowship and functions of scholars is a peculiar and lasting glory to the nation.

In this seat of learning, under the patronage and guardianship of the Government, teachers of schools of a lower grade are prepared for their work. Here a knowledge of the chemical laws and mechanical forces which underlie the extended and marvelous industries of the age is acquired by numerous thoughtful and ingenuous youth. Here they are brought to comprehend the complex social and political institutions of their country, to feel a patriotic pride in its inventions, its achievements, its enterprise, and its history, and to participate in the pulsations of life that throb through its whole organism. Here, too, they are to be permanently impressed with ideals of a true and noble manhood, and inspired with a controlling desire to be and to do whatever is worthy of a great and manly character. In these halls the student, by an unconscious growth, is prepared to play his part in the active duties of living men, and for the passive enjoyments of the scholar's retreat. Though deprived of the free interchange of thought and the sweet converse of men, he is prepared for silent communion with the noble dead. The great thinkers, the master spirits of all the ages, will come and speak to him as to us, in the silent symbols of thought. His communion with Kepler and Newton, with Homer and Shakespeare, with Plato and Burke, will be as unobstructed and uplifting as ours. The affiliation of the educated deaf with the past in its varied phases of literature, science, and history, and with current thought and activity as they find expression in print, is even more intimate than if they were distracted with the senseless babble of a noisy public. Habituated to reflection, they are quick to utilize the inflow of ideas from their environment and intellectual heritage, and to transmute what have been technically designated percepts and receipts into personal intelligence. Sagacity, common sense, and that instantaneous judgment that seizes the right in emergencies and threads its way by an inward light through a labyrinth of perplexities are results of mental assimilation, which has transfused into the intellect its objective observations and experiences. Creative genius is not the offspring of barbarism, but of a high and prolonged culture. Reading and observation yield a residuum of golden conceptions in the crucible of thought; otherwise they are like streams that are lost in the sands of the desert.

The mentality of the public is overwhelmed and benumbed by the worse than worthless stuff with which it is flooded by an indiscriminating and omnivorous press. It signifies nothing to the public that Bridget has committed suicide, Bill Nye lost a fourth-class clerkship, and some unheard-of had a fit of indigestion. This endless iteration of trifles debases good taste and weakens the intellectual digestion. It would be well if we could all stop our ears at times, and give a chance for the growth of mental power by legitimate reflection.

Nature furnishes moral compensations for the material evils we suffer. There is no affliction so grievous that it may not be made the spring of the supremest blessings. A deaf man *may* become a misanthrope, but he escapes many of the perils of our social and political life. He can

not hear the songs of birds, the music of running brooks, and the melody of human voices, but he may be enthralled with the sublime utterances of poetry, may thrill with the power of thought and throb of passion which the genius of eloquence pours like subterranean rivers beneath the crust of language, and he may be entranced with a harmony

"Too fine and too sublime for mortal ears
In our dull orb of clay."

He can not listen to the debates of councils, nor to the frenzied oratory of the political arena, which at each quaternion saves the country from direful calamities and impending ruin, but, in the records of history, he may meditate upon the rise and fall of states, the growth and decay of civilizations, the wisdom and folly of great leaders, and trace the evidences of a divine purpose moving through and shaping the destinies of the race. He can not be heard in the mad crowd at the stock board, nor become a king of the lobby, but by the helps of science he may trace down the marvelous orders of creation till the teeming millions vanish in infinite minuteness on the descending scale of life, or lift his eyes into the deep vault of the starry heavens and ponder upon the grandeur and glory of countless systems of suns and worlds till he is lost in the upward reach of limitless power.

To him to whom the voices of the world are hushed how inexpressible the privilege that, when alone with himself, in the silence of his own mind, he may commune at will with the purest and greatest of all the centuries and grow strong and lovable by the contact.

And yet there is a loftier height to which these silent children of the republic have been lifted by the labors of this Christian century. Ere this, St. Augustine, from his sphere of bliss, has seen these whom he pronounced incapable of faith reverently searching the canon of revelation, and feeding their spiritual life upon the best thought of all the Christian ages. No love has been more sweet and beautiful, no lives more patient and saintly, no aspirations more devout and sincere, than are found in these schools of the deaf. The pity of God has touched their hearts, and they hear the voice of the Master saying, "Thy faith hath saved thee; go in peace."

But public eleemosynary institutions are not an unrequited charity, nor purely a matter of grace to the unfortunate.

"The quality of mercy is not strained :
It droppeth as the gentle rain from heaven
Upon the place beneath: it is twice blessed;
It blesseth him that gives, and him that takes."

These institutions give back to the Republic, each generation, an army of ingenious producers more numerous than Washington led in the war of Independence. Such a body of able, virtuous, responsible citizens is a gift that establishes a claim to public respect and support, for such citizens are a national necessity. To disregard the teachings of history, and assume that this country must work out some preconceived optimistic destiny in spite of popular folly and recklessness; that liberty and progress can here survive popular ignorance and corruption—would be a fatal fallacy.

The ultimate defense of republics is in the character of the people, not in military organizations. If the source of power is rotten, if public morals are honeycombed by corruption, if the majority of the people have no intelligent appreciation of the ends and functions of government and no unconquerable love for it, then the republic is only the

baseless fabric of a dream of liberty, ready to fall as Rome did in the shock of contending parties.

Monarchies may stand on force, but self-government has its security in intelligence, virtue, and patriotism; and these qualities can not be planted in masses and majorities by an act of legislation or by a political campaign. They can not be extemporized in an hour of peril, for they are personal and are the growth of years. Public sentiment, intelligence, patriotism, and virtue are but the aggregation of these qualities in individuals, and their force in national life is determined by the degree and extent of their development.

In this day of rapid transit and universal intercourse; in this day when science and mechanism have given a miraculous power of production, and are tempting men away from subjective to objective fields of labor, the supreme duty of government is to educate its people. We can not afford to lose in each generation the assimilative and conservative power of thirty thousand educated natives of the country. If national wealth, power, and glory were the supreme objects for which governments are instituted, or if they measured the rights of man, we might hesitate to urge the claims of misfortune upon the sympathies of the nation. But that is not the foundation of our splendid heritage. The humblest American child can plead the prerogatives of a royal lineage at the doors of the Capitol. With more than Roman pride he can repeat, "I, too, am an American citizen," and demand to be educated to the full measure of the duties for which he will be held responsible as a citizen.

An American scholar, standing in the opening years of a new century, and contemplating the fruitage of thought and virtue which the civilizations of other lands have given to this, and the fiendish fury with which nations, maddened with the lust of empire, have darkened the annals of history, can not fail to realize the latent possibilities that slumber in the future of this people. As the mightiest physical force is potential in the action of invisible molecules, and may blast or bless the earth, so the power of a hundred millions of people, undeveloped in the children of the Republic, may be so directed as to realize the hopes of a truer and grander state, or be left to curse and ruin the posterity that ere long must fill our places.

If domestic peace and happiness are to prevail, if social order and sectional harmony are to reign through all our borders, if our vast resources are to be developed into diffused wealth and utilities, if national resources and power are to advance with the years, if our liberties are to be maintained and our virtues multiplied, the foundations for these things must be laid below the stratum of business and politics, in the families and schools of the land. Public neglect of or indifference to the educational interests of the country will eat like a dry rot into the frame-work of the Republic.

Among the educational institutions of the country the position of the college for the deaf is unique and peculiar. It stands as the representative head of the schools of a separate and special class, and is entitled to the sympathy and support of the nation. It descended into the angry strife of civil war, like a peaceful evangel from Heaven to the afflicted children of silence, revealing the deep philosophy of history, the richest thought of the gifted of the ages, and the divine utterances of the Prince of Peace. An offspring of love, born in the shock of fraternal strife, it took its place like the storied palladium as a pledge of perpetual union between the contending States of the Republic. Henceforth an institution of the nation, it should be the pride of all sections, and be cherished as a dispensary of public beneficence,

that its influence and fame may increase through centuries of unbroken peace.

At the conclusion of ex-Senator Patterson's address President Galaudet said :

MR. PRESIDENT, LADIES, AND GENTLEMEN: I had purposed to ask your attention to a short address, giving some results of the work of this college during the past quarter of a century and speaking of some of its troubles and trials, but the lateness of the hour admonishes me to fall back on a rule which obtains in Congress, and I will ask of our directors leave to print at some future time the information I had ready to give you.

I would like to call attention to the fact that this college has been recognized abroad, and that we have hanging on the wall two diplomas, with medals, which have been given to this college by the Governments of Chili and France at the occasion of their international exhibitions, when we sent to them statements giving accounts of the peculiar work of this college; and we have received those recognitions for the advance made beyond anything done elsewhere in the world in the education of the deaf.

We have to day congratulatory letters from several friends of the college. I take great pleasure in saying that Senator Edmunds, who was the successor of Senator Patterson as a director on the part of the Senate, expresses great regret at being unable to be present and great interest in the college; ex-Secretary Bayard, one of the directors, sends a letter stating that absence from the city made it impossible for him to be here. I have also an interesting letter from Hon. Joseph Chamberlain who, a year ago, when in this country, visited this college and expressed great interest in its work. He expresses great gratification that we have reached our twenty-fifth anniversary and gives us his earnest wishes for the future success and prosperity of the college. I have letters also from three gentlemen in England, eminent in the profession of teaching the deaf, Drs. Buxton, Elliott, and Stainer, begging to join in the congratulations of the day. And, perhaps most interesting of all, I have a letter from a gentleman eminent in Belgium not only for his interest and efficiency in promoting the cause of the deaf in his own country, but also that of the deaf of his own church in England and in India, a gentleman who was a constituent member of the convention which organized the present Government of Belgium in 1830, and continuously a member of the Belgian Parliament for more than fifty years; and now, at the advanced age of eighty, he writes a letter of warm greeting to the college and says that he is watching its career with great interest and takes great pride in its success, and, in apostolic fashion, has sent his portrait—Monseigneur De Hearne, a prelate of the Roman Catholic Church, a warm friend of this country, a noble man, one who has done great work for the education of the deaf in the world.

These greetings cheer us, and give us courage for our future work; and it now only remains for me, Mr. President, to announce the conferring of a few honorary degrees. You may perhaps remember that Columbia College, at her centennial celebration, conferred a very large number of honorary degrees upon those who had been eminent as educators and in literary work. Columbia College, celebrating her centennial, had a right to confer many degrees; but our directors yesterday felt, as we had reached but a quarter of a century, we must be sparing in the honors we gave in the profession of teaching the deaf who seem to deserve them. So I am authorized to announce that the degree of Doctor of Humane Letters has been conferred on the following per-

sons, and I will name them and briefly speak of their work in the education of the deaf:

Upon Monseigneur D. Hearne, of whom I need say nothing more than to point to his portrait, and who eminently deserves honor from this college;

Upon William D. Kerr, of Missouri, who has now lately retired from a long principalship of the institution he established more than thirty years ago at Fulton, and has managed during all these years with eminent ability and prudence;

Upon Warring Wilkinson, of California, who was the almost pioneer and the organizer of a very successful institution, for many years the only one on the Pacific slope, and who has there conducted in most scholarly and admirable fashion the work of educating the deaf in that part of the country;

Upon Job Williams, the principal of the mother school of all the schools for the deaf in this country, that at Hartford, Conn., a man with many years of experience and successful work as manager of a successful and eminent school for the deaf;

Upon Jonathan L. Noyes, whose presence we are glad to have with us here to-day as representing one of the maturer institutions of the country in Minnesota, which he, too, had the honor to organize, and which he has had the credit of conducting for, I believe, more than a quarter of a century;

Upon Miss H. B. Rogers. I believe it is not out of order to make a lady an honorary doctor. The precedent has been set by several of the colleges of our country, and certainly our faculty and our directors feel that Miss Rogers, who was the founder of the first oral school for the deaf in this country, and who was, therefore, the pioneer of a great and most beneficent work for the deaf which has now been accepted and incorporated in the system of teaching the deaf in this country, and who was the first woman to be at the head of an institution for the deaf in this country, and, so far as I am aware, in the world, deserves this honor. Miss Rogers conducted for more than twenty years the Clarke Institution for the Deaf at Northampton, Mass.

This completes the list of those who are now received as honorary alumni of our college.

Our exercises will be closed with the benediction and prayer by the Rev. Thomas Gallaudet, D. D., rector of St. Ann's Church for Deaf Mutes, New York City. Dr. Gallaudet was with us years ago, when our college was inaugurated, and it is pleasant to have his benediction now, as we had his prayers then:

"Almighty and most merciful Father, we would bring the proceedings of this impressive occasion to a close by again acknowledging Thy fatherly hand in all the vicissitudes of our earthly pilgrimage. Help us to feel our dependence on Thee in all the duties and responsibilities and privileges to which Thou hast called us; help us, we pray Thee, to accept Thy blessed Son, who came to take our nature upon Him, not only as our savior from sin, death, darkness, and ignorance, but also as the light that lightest every man that cometh into the world. For His sake give us the holy, purifying, and elevating influences of Thy spirit, so as to enable us to work out the great purposes of life which Thou has committed to us. We thank Thee for all the blessings of these twenty-five years in the history of this college. Again we ask Thy blessing to rest upon those who have contributed in any way and those who have come here to learn. Bless, we pray Thee, all interested, the Government of our country, the President of these United States, and all in au-

thority. All who are called upon to exercise official duties in connection with this institution, the secretary under whose direction this college is officially placed, help him and help all, we pray Thee, Ob, Lord, in the discharge of their duties. Accept and bless us; pardon our sins; help us to be grateful for all Thy blessings; and lead us on, we pray Thee, to that blessed life which Thou has promised through Thy dearly beloved Son, in whose words we would close this, our humble petition: 'Our Father which art in heaven. Hallowed be Thy name. Thy kingdom come. Thy will be done in earth, as it is in heaven. Give us this day our daily bread. And forgive us our debts, as we forgive our debtors. And lead us not into temptation; but deliver us from evil: For Thine is the kingdom, and the power, and the glory, forever. Amen.'

The peace of God which passeth all understanding, keep your hearts and minds in the knowledge and love of God and Jesus Christ, his son, and the blessing of God the Almighty Father, the Son, and the Holy Ghost be amongst you and remain with you always. Amen.

At the close of the academic year, in June, the degree of Bachelor of Arts was conferred upon Messrs. Harry Van Allen, of New York, Clarence Wilton Charles, of Ohio, and Joseph Schuyler Long, of Iowa; and the degree of Bachelor of Science on Messrs. Edwin Clarence Harrah, of Pennsylvania, and Thomas Scott Marr, of Tennessee.

Diplomas of honorable dismissal were awarded to Charles R. Hemstreet, of Iowa, Laurence F. James, of Illinois, John Schwirtz, jr., of Minnesota, Frederick M. Kaufman, of Michigan.

UNVEILING OF THE STATUE OF THOMAS HOPKINS GALLAUDET.

The following account of the exercises of the 26th of June appeared in the Washington Star of that date:

This afternoon the hundreds of deaf mutes assembled here to attend the convention of the Association of Deaf Mutes, and hundreds of others interested in deaf-mute education and philanthropic work generally assembled at Kendall Green to witness the ceremonies attending the unveiling of the statue of Thomas Hopkins Gallaudet on the college lawn.

Three o'clock was the time fixed for the unveiling of the statue, and at that hour the convention met in the hall, with President Hodgson in the chair. Invitations had been issued to many officials of the Government and prominent people of the city, including President Harrison, the members of the Cabinet, Hon. A. R. Spofford, Hon. Walker Blaine, Hon. G. G. Hubbard, President Patton, President Gilman and the faculty of Johns Hopkins University, and many prominent ministers of the city. A large number of invited guests were thus mingled with the members of the convention.

The Marine Band discoursed music, and Rev. Job Turner, of Virginia, the oldest deaf-mute missionary in the Episcopal Church, offered a prayer. The executive committee made its report through its chairman, Mr. Theodore Froelich, of New York. From this it appeared that the voluntary contributions from the deaf and their friends for the memorial had amounted to \$12,344.75, and that after all expenses were paid a small balance would remain. The committee feel that the selection of Mr. French as artist was justified by the excellence of his work. More

music followed, and an address was then read, prepared by the venerable Edmund Booth, of Anamosa, Iowa, editor for many years of the *Eureka*, the leading journal of that town. Mr. Booth was a pupil of Dr. Gallaudet, and gave many interesting reminiscences of his early teacher. The feebleness of advanced age prevented Mr. Booth from being present, and his remarks were read by his son, Mr. F. W. Booth, an instructor in the School for the Deaf at Philadelphia.

Mr. R. P. McGregor, of Ohio, the orator of the day, then arose and delivered his address in graceful signs, Mr. C. N. Haskins, of Ohio, reading it for the benefit of the hearing portion of the audience.

MR. M'GREGORS ORATION.

Mr. McGregor, after referring to the progress made in this country in the education of the deaf, represented so well by the institution in whose walls they were assembled, alluded to the history of the Greeks, which began when Cadmus taught them the alphabet. "With the appearance of Thomas Hopkins Gallaudet upon the scene," said the orator, "the history of the deaf of this country begins. Up to that time that the deaf existed in America was as unknown as the existence of the Greeks before they began to emerge from barbarism into the light of civilization, or if one was met with here and there, he was looked upon as a nonentity, or as a barbarian to be feared, whose existence was simply tolerated because the civilization by which he was surrounded, but of which he was no part, forbade the killing of any creature in human form, no matter how deformed or loathsome he might be. With the advent of Gallaudet, our Cadmus, among us, what a change was speedily wrought! He brought with him the manual alphabet, he unfolded to our astonished gaze the civilization by which we were encompassed; yea, he did more for us than the Cadmus of old could do for his pupils; he bade us look up and behold a Saviour crucified holding out the blessed hope of immortality beyond the grave. Under his guidance we quickly emerged from darkness and took our place in the ranks of civilization, and we have kept it ever since."

Mr. McGregor sketched rapidly the events of the life of the elder Gallaudet, from the time of his birth, December 10, 1788; his expedition to Europe in his early manhood to acquire the means of educating deaf mutes, his cordial reception by Abbe Sicard, his return to this country with Laurent Clerc, Abbe Sicard's most accomplished deaf assistant, and his establishment of and devotion to the school at Hartford, the mother school. The orator referred to the caution, conservatism, and wisdom which characterized the early endeavors of Dr. Gallaudet and led to the establishment of a system of education in this country upon moral and religious grounds, and upon the basis of our common-school system. But that for which they were above all else indebted to Gallaudet was his adoption of the sign language as the chief means of reaching the understanding of the deaf and communicating instruction to them. He adopted the French system and the sign language as the best, the shortest, and deepest channel by which to convey the stream of knowledge to the dreary desert.

THE SIGN LANGUAGE.

"The sign language in its development," Mr. McGregor said, "has followed the same lines which govern all speech. From the primitive form in which l'Épée found it in his first pupils it has gone on steadily

developing in terseness, significance, accuracy, copiousness, and beauty, until now it is capable of rendering every phase of human thought. Like other languages, it has its dialects, its slang terms, and its value as a repository of forgotten usages. Having no lexicon its vocabulary, though rich and expressive, and capable of infinite combinations, is necessarily short, for nowhere is the law of 'the survival of the fittest' more rigorously enforced. In this language all useless verbiage is ruthlessly doomed to extinction by the very necessities of existence. The tendency is always to condensation and force of expression. It is a 'most picturesque and pliable instrument of human thought, the birth-right of the deaf, God's compensating gift to those from whom He has withheld the greater blessing of speech.' It is 'a highly practical and singularly descriptive language, adapted as well to spiritual as material objects, and brings kindred souls into much more close and conscious communion than that of speech, enlarged by culture into greater copiousness, more precision, and greater accuracy,' until 'it has reached a clearness, an eloquence, a power as impressive to us as any spoken language ever is to any hearing audience, and which exercises over us through the whole range of human thought a supreme influence which no words, spoken, written, or finger-spelled can hope to equal.'

"This is the channel through which Gallaudet conveyed the golden argosy, laden with the choicest literature of all ages, scientific facts gleaned from all parts of the world, and the truths of revelation to a benighted people in the dark valley of ignorance. And what has been the result?"

THE RESULTS.

Mr. McGregor said the results could be seen on all sides, in shops and manufactories, in the school-room and pulpit, in the studio of the artist and laboratory of the chemist, in government and mercantile offices, on the farm and in the bowels of the earth, in the printing office and in the editor's sanctum, in society's giddy whirl and in the quiet home circle. Go where you will, in the city, village, or country, you will see the results of his labors, of the system he inaugurated, in useful exemplary citizens, who contribute their share to the general prosperity; in good neighbors, who do as they would be done by; in wise fathers and mothers, who train up their children in the way they should go; and in Christians whose scope of vision is not terminated by the narrow horizon of this life, but stretches away into the endless vistas of eternity.

"And yet," said the orator, "there are those who have risen up in these latter days to attack his memory and annul his work, who boldly assert that the system which he instituted, and which to-day combines the best parts of all other systems, 'consists only in equipping deaf mutes with a more systematic language of signs than they already possessed and in enabling them to understand each other;' and that those taught by this system are human in shape, but only half human in attributes.

"My friends,' as Daniel Webster once said in one of his most eloquent addresses, 'We must sometimes be tolerant to folly and patient at the sight of the extreme waywardness of men;' but I confess that when I reflect on the past history of the deaf of this country, on the results attained, on our present prosperity, and on what the future has in store for us depending on this beneficent system, and when I see that there are men who can find in all this nothing good, nothing valuable, nothing truly beneficial, but everything to condemn. I must acknowledge

the utter weakness of words to express my feelings. I am compelled to fall back on the sign language to do justice to the subject."

THE NAME OF GALLAUDET.

"Whenever the cause of the education of the deaf in America has wanted a champion," said the orator in closing his tribute to the elder Gallaudet and his labors, "or Christian philanthropy among them has needed a promoter, a Gallaudet has always been present from the very beginning down to this day. That it may always be so, that his descendants, as heretofore, shall always be seen in the foremost rank of our friends, animated by the noble impulses, the generous feelings, and the philanthropic spirit of their illustrious sire, is our prayer. But whatever the future may unfold, the past is secure. The name of Gallaudet is forever fixed in our firmament as the brightest star in the noble galaxy that adorns it.

"My friends, the Gallaudet memorial is finished. Commanding the highest art of the sculptor his children of silence have placed his statue here in commemoration of his grand work in their behalf. It springs from their hearts; it is worthy of them; it is worthy of the gifted sculptor who created it; it is worthy of him whose life and character it commemorates, and it is also grand, nay, it is sublime, in the nationality, the universality of the sentiment which it symbolizes.

"In renewing here our expressions of gratitude and veneration to our friend and benefactor, and conscious of having discharged a sacred duty, let us here consecrate ourselves anew to the unfinished duties of life. Let us remember that we have duties and obligations to perform corresponding with the blessings which we have enjoyed. Let us strive to demonstrate that we are worthy of him, worthy of the benefits received.

"He knew that our path is rugged beyond the common lot of man, and he strove assiduously to smooth that path. He knew that we carry weight, and are handicapped in the race, and he exerted himself beyond his strength to lessen, although he could not entirely remove, that weight. The rest remains with us. Shall we falter; shall we halt? No. A thousand times no.

"A crown to the one who wins, and the worst is only a grave,
And somewhere, somewhere still, a reward awaits the brave;
A broken shield without, but a hero's heart within,
And held with a hand of steel the broken sword may win.

The following poem by Mrs. L. R. Searing, of California, well known to the literary world as "Howard Glyndon," was read orally by Prof. Joseph C. Gordon, of the college; and translated into vivid signs by Miss Georgiana Elliott, of Illinois, a member of the introductory class of the college:

THE GALLAUDET CENTENNIAL.

1787-1887.

Ah, poor, storm-tossed humanity!
One little bark, out-blown
Upon a treacherous, troubled sea,
Goes struggling on, alone;
A breath, a spark upon the waves—
Should the wind harder blow—
Thus launched in terror-stricken times,
A hundred years ago!

How many, many glorious ships
 Went down, as this sailed out!
 How many, many a lordly throat
 Had a red ring all about!—
 What anguished times made cradle bed
 For the heart whose lightest throb
 Was turned to travail at the sound
 Of a fellow-creature's sob!

Such lives as his are like the Bow
 Of Promise sent by God
 To shine above a suffering world's
 Blood-wet and guilty sod;
 And never came a life like his
 More like a word from heaven
 To speak of hope to hopeless hearts.
 And Father's sins forgiven!

Yet none could know when that small flame
 Was launched on troubled waves—
 In days that made men, erstwhile brave,
 To cower and cringe like slaves—
 How bright a light it yet should make;
 How it should shine abroad,
 Till many a lone and silent soul
 Should bless that Lamp of God.

'The mandate, "Go where glory waits,"
 Was less than naught to him;
 He sought the souls whose day was dark,
 Whose eyes with tears were dim.
 His Arch of Triumph is upreared
 In many a grateful heart,
 The minds unlocked, of voiceless ones,
 Know who first took their part.

They lay in prison, speechless, poor,
 Unhearing thralls of Fate,
 Until he came and said "Come out!
 It is not yet too late."
 He came and lifted up and spoke,
 He set them in the sun;
 The great good work goes on and on,
 But 't was by him begun;
 And in this stone he lives again,
 But more within each heart
 To which he said, "Be of good cheer,
 Let loneliness depart!"

We lift the veil and see how Art
 Has fixed his likeness there,
 And placed beside him one whose life
 He lifted from despair.
 She stands there as the type of those
 To whom he gave his all,
 Whose sorrows touched him till his love
 Went out beyond recall.

Ah, well it was that little light
 Was fostered of the Lord!
 Ah, well it was he loved the child
 And felt her fate was hard!
 Ah, well it was he bound himself
 With that speechless woe,
 Which found the world a silent cave
 One hundred years ago!

Rest here thou semblance of our friend,
 The while the world goes by!
 Rest here, upon our College green,
 Beneath the bending sky!
 Remain, and bless the chosen work
 That found its source in thee;
 'Tis through thy love, that we, thy sons,
 Are happy, strong, and free!

Rest here, thou father of us all !
 And when we pass thee by
 'T will be with bared head and heart
 And mutely reverent eye.
 Thank God, He gave thee unto us
 To free us from our woe,
 And put the key into thy hand
 A hundred years ago !

An intermission of fifteen minutes followed, during which the audience adjourned to the site of the statue, which immediately faces the broad terrace steps leading to the chapel. President Hodgson then formally presented the statue to the National Deaf Mute College.

THE PRESENTATION ADDRESS.

Mr. Hodgson said: In the year 1882, at its second convention, held in New York City, the National Association of Deaf Mutes unanimously resolved to erect a memorial to Thomas Hopkins Gallaudet on the centenary of his birth. The co-operation of the deaf of the United States was asked for, and need I say was promptly and enthusiastically given. There were few who did not heartily embrace the opportunity to demonstrate their gratitude to the first friend and greatest benefactor of the deaf of this country.

This statue does not pay a debt; it simply acknowledges an obligation so great that it can never be canceled. It forms but the outward expression of a wide-spread reverence and love. Before the advent of Gallaudet how many thousands of deaf mutes must have lived and died in ignorance even of the promise of a blessed Redeemer. In a land of liberty and enlightenment, the innocent offspring of Christian parents were more hopelessly shackled with chains more firm and enduring than ever yet restrained the lives of serfs or slaves. But Gallaudet came and their bondage ended. He

Opened the gate of knowledge, showed the road
 From utter darkness to the truth and God.

Words are too feeble to express how much we owe to him who made us free.

Love of glory and the hope of gain are the two foremost incentives to effort with ordinary human kind. But the work of Thomas Hopkins Gallaudet was influenced by different motives. It was one of self-sacrifice, generated solely by the great sympathies of a noble nature and carried forward in the face of discouragements by the wisdom of a talented mind. The history of humanity records no greater triumph springing from so trivial a circumstance. How true the words of Holy Writ—"and a little child shall lead them." Had Thomas Hopkins Gallaudet not met little Alice Cogswell, the mind shudders to contemplate what might have been the condition of the thousands of educated and enlightened deaf mutes of to-day.

The massive gates of circumstance
 Are turned upon the smallest hinge;
 And thus this seeming pettiest chance
 Gave countless lives their after-tinge.

There are many reasons why the Gallaudet memorial is placed in this city and on the grounds of this college. Gallaudet was a national benefactor, and that alone is sufficient reason why his statue rests in the capital of the nation. Also the contributions toward it came from every

State and Territory of the Union. This college represents the highest effect of Gallaudet's humble beginning; it is the only college for the deaf in all the world, and by its lofty educational work will shed round the statue an importance and a glory that no other site could give. It will constantly suggest the vast difference between then and now.

It is with feelings of the deepest gratitude, mingled with the pride of successful effort, that the National Association of Deaf Mutes is enabled to present to the National Deaf-Mute College this beautiful bronze statue, symbolizing the incident which decided the life work of a great and noble man, and rescued from a fate far worse than death myriads of human beings. May it tell to all a story of the triumph of a life of earnest labor and of steadfast faith, and may it keep bright and imperishable the luster which belongs to Gallaudet, the emancipator of the deaf and dumb.

The flag thrown over the statue was then drawn aside by little Herbert and Marion Gallaudet, children of the president of the college and grandchildren of the good man whom the statue commemorates, and the magnificent memorial stood revealed. A burst of applause followed, the deaf mutes manifesting their enthusiasm by the waving of handkerchiefs until the crowd seemed one vast sea of tossing white. Dr. Gallaudet, the president of the college, then arose and formally accepted the statue.

PRESIDENT GALLAUDET'S RESPONSE.

Dr. E. M. Gallaudet, president of the National Deaf-Mute College, responded to Mr. Hodgson's address as follows:

MR. PRESIDENT: The national college offers most sincere thanks to the national association for the beautiful and valuable gift now received at your hands.

In all ages, and among all peoples not absolutely sunk in barbarism, monuments and statues have played an important part in public education.

Telling, as they do, more or less fully of lofty lives and noble achievements, they stimulate the mind of the beholder and inspire him with a desire, and often with a purpose, to "make his life sublime."

How much the community is the gainer for one such inspiration can seldom be understood or estimated. It is one of the glories of our capital city that we have already not a few such educators set to do their quiet work in public places. Here the ardor of the young soldier is made to glow at the sight of the commanding forms and noble faces of the nation's martial heroes. Here the outreaching ambition of the youthful scholar is fired by the suggestions of mental strength and depth in the calm face of our greatest scientist. Here the pious zeal of the preacher is renewed as he catches somewhat of the spirit of the living man even from the cold bronze which pictures the great leader of the Reformation, and here stand our martyred Presidents—eternal exponents of self-sacrifice, speaking of a nobility of soul under the stress and strain of great tribulation, which is manhood's most precious crown.

To these enduring inspirations of patriotism, scientific research, freedom of faith, lofty personal character, and eminent public services your association adds to-day the first memorial of pure philanthropy. It is welcome at the capital of that nation which leads the world in benevolence.

And here, through the future centuries, may this silent instructor

teach the noblest of the virtues, which "suffereth long and is kind; beareth all things, believeth all things, hopeth all things, endureth all things."

The exercises closed with prayer by Rev. James Henry Cloud, of Illinois, recently ordained to preach to his deaf brethren in the West.

REPORT OF PROFESSOR DRAPER ON THE INTERNATIONAL CONGRESS OF DEAF-MUTES AT PARIS.

Dr. E. M. GALLAUDET,

President of the National Deaf-Mute College:

SIR: I have the honor to make the following report as the representative of the college at the international meeting of the deaf held at Paris in July last.

The American delegation to the meeting was twenty-two in number, all but three of whom sailed together. The delegation was highly representative, (1) of the college, of whose graduates there were eight; partial coursemen, two; undergraduate, one, and honorary alumnus, one; (2) of localities and institutions, the Pennsylvania, the Illinois, the Ohio, the Connecticut, the California, the school and the institution in Indiana, and the two institutions in New York City being directly represented; several of the Southern States combined and sent a delegate, as also did the New England States and associations of the deaf in New Jersey and in Missouri; (3) of classes of the deaf, there being deaf and semi-deaf, mute and semi-mute; (4) of systems of instruction, there being graduates of the pure oral and of every shade of the combined system schools.

Upon the first day of the voyage the delegates assembled and organized. Of this organization I was chosen chairman. It met almost daily during the voyage, and upon two occasions in Paris. It appointed committees to systematize its work, and held general discussions as to the best methods of contributing to the value of the meeting and of making the American part therein effective.

Mr. F. Maginn, of Ireland, a student of our college (1884-'87), with several deaf friends met the delegation at Liverpool and brought two invitations; one being from Dean Bradley, of Westminster Abbey, to attend a lecture to be delivered by himself the same afternoon. Arrived in London, the delegation was met by Dr. Buxton, an English honorary alumnus of the college, who, with Dr. Thomas Gallaudet, of New York, interpreted the dean's lecture. This was upon the history of the abbey, and was given in the Jerusalem Chamber, the speaker being often able to illustrate his remarks by referring to the walls of that ancient room. After the lecture the dean led the delegation through parts of the abbey not usually shown to visitors. This would have been an honor even if it had been done perfunctorily, but the dean performed it with such evident pleasure that the delegation was moved by his kindness scarcely less than by the venerable pile that surrounded them.

The second invitation was to attend a reception by the deaf people of London at St. Savior's Church, in Oxford street, the same evening. Tea was provided in an ante-room, from which we entered a chapel devoted to missionary work among the deaf. The room is of moderate size, but well adapted to its purpose. On the walls are paintings of scriptural scenes by Mr. Davidson, a mute who was present at the meeting. There

were assembled about one hundred deaf persons, mostly artisans and tradesmen, with a sprinkling of artists. The meeting was conducted by Mr. Bathers, a draughtsman in the admiralty; it was enthusiastic, orderly, attentive, and well managed in every respect. Many brief addresses were made by speakers from both nations. The Englishmen nearly all praised the American system of educating the deaf as, in their judgment, the best known; they also spoke of the single-hand alphabet as superior to the double-hand used by themselves. Being invited to speak, I said:

MR. CHAIRMAN AND FRIENDS: When our ship reached Liverpool this morning and from her deck were seen several of your number conversing in the crowd that stood upon those wonderful docks, it recalled that line of your greatest poet which says "One touch of nature makes the whole world kin;" for though you dwell here upon an island and we upon a continent beyond the seas, yet in all essentials our experiences are probably the same. If you have troubles we can sympathize with you, for we have the same troubles; or if you have joys, those joys are ours, and we rejoice with you.

There must, however, be some points of difference. Several of your speakers have dwelt with generosity on the superiority of the single-hand alphabet, and your chairman has humorously described its advantages in courtship. Now, my experience covers that happy period; it goes farther—into paternity; and there the single-hand alphabet is sometimes the only means of communication that will meet the case; for example, when my boy is unruly I can catch him and hold him with one hand while preaching a reformation to him with the other; but if your boy misbehaves, when you have caught him you must let go and preach with both hands—and where, then, will your boy be?

Your speakers have also kindly mentioned the free and universal education offered to the deaf in America. That praise is just; as an illustration, let me say that the State of Montana has but recently been organized; it has no school for the deaf, but, far from allowing its deaf children to grow up uneducated, it has sent a number of them to the school at Washington, more than 2,000 miles, paid for their tuition and paid for their safe conduct home. This is mentioned only to express the hope that the same fair and enlightened treatment of the deaf will soon be as common in your own land as it is in ours.

You have convinced me that there is an antithesis between England and her people—England is small, while the English heart is large; but I acknowledge no such contrast with regard to America—America is large and her heart is large, too; of this we shall hope to convince you when you come to see us.

Unusual detentions in crossing the Channel and at the customs in Paris prevented me from being present at the opening of the congress. At this first session, however, nothing was done save to effect an organization, which was accomplished by the choice of M. Dusuzeau, one of the leading French promoters of the meeting, as president, who named MM. LaCroix and Navarre as secretaries, and of a vice-president from each country represented, the one from America being Mr. Douglas Tilden, formerly a teacher in the California institution, but now pursuing the study of sculpture in Paris. Mr. Tilden's urbanity, and his knowledge of French signs and customs, proved upon many occasions of the greatest assistance to the American delegation.

On the following evening the first exercises took place. About one hundred and sixty were present, all but a few being delegates. They represented the following countries, which are named in the order of number of delegates: France, the United States, Belgium, England (including Ireland and Scotland); Austria, Germany, Sweden and Norway, Switzerland, Turkey, and Holland. The absence of ladies in the audience, and the fact that the sessions were always under police surveillance, were to the Americans marked and not at all agreeable features. At the last session as I, in evening dress, approached the door, a *gendarme* halted me; I explained by gestures, but he would not permit me to enter until some one whom he knew came to my assistance.

As this session was typical of those which followed, although by the

earnestness of the Americans the conditions were somewhat improved towards the end of the meeting, it may be described here. The scene presented was extraordinary to us, accustomed as we were to the quiet, order, attention, and progress of assemblages conducted upon "town-meeting" principles, and fresh from the excellent example of the same in the convention at Kendall Green; for the occasion before us seemed to be characterized by a lack of these features. There was much confusion. At the same time that a speaker was endeavoring to impress his ideas upon the audience, the audience itself, and even the officers upon the platform, would be plunged in animated discussions, as if the assembly were a *soirée* rather than a deliberative body. Members were often compelled to get the floor as best they could, a condition so repugnant that some of the best and ablest men in the British delegation never addressed the congress at all. The management was practically unacquainted with the history of education for the deaf in America, nor did it know anything of the persons, deaf or hearing, who have been, or are, prominent in connection with the deaf in that part of the world. Moreover, the French seemed to have had no experience in the processes of legislation. Imagine, for example, our astonishment when, one of our number having introduced a resolution, after considerable awkwardness we learned that the management had no conception of the acts of proposing, seconding, debating, and passing upon a resolution.

A snap judgment would doubtless ascribe all this to inferiority upon the part of the French, but a little reflection showed that part was due to the national self-content, and the rest was simply a characteristic of French meetings in general—known to every one familiar with the proceedings of the *Corps Législatif*. What better could be expected of a nation whose school-boys are always under strict surveillance and not allowed to hold meetings for any purpose?

Badly as this promised for business, it was intensified by the inadequate arrangements as to time, the sessions lasting only from 8 to 10 p. m. It was, moreover, usually much past 8 before the president called the assembly to order. The police promptly cleared the hall at 10, except upon the last two evenings, when the time was extended at first to 10.30 and then to 11. Under these circumstances deliberation was not possible. No proper discussion of papers could be held. The papers themselves, often prepared with care and needing ten or fifteen minutes for clear delivery, had to be hastily sketched in two or three minutes, for every one was eager to offer his paper or to comment on those already offered, as was his due.

When it became apparent that such was to be the character of the meeting, great discontent arose, especially among the British and American delegations. These went so far as to seriously discuss the advisability of withdrawing, organizing at some other point, and by holding day sessions under better management endeavor to make the meeting all that they believed it could and should become. While sympathizing with this feeling, I, with others, was opposed to such action; the French, we thought, were doing the best they knew how; the occasion was chiefly theirs; we should, therefore, help them out by improving the meeting in every way that was open to us, do our own part as well as we could under the circumstances, and be content with a kind but plain statement of the facts upon our return. This course was followed. Every member of the American delegation strove to systematize the work and raise the tone of the sessions, and this made itself felt towards the end.

There had been two occasions upon which I wished to address the meeting, but as the floor was not obtainable without great insistence, it happened that my only opportunity to speak occurred at the last session. I then delivered the following address:

THE FUTURE OF THE COLLEGE FOR THE DEAF IN AMERICA.

MR. PRESIDENT AND GENTLEMEN: It falls to me to speak of what may be regarded as a culminating point in the educational movement begun by De l'Épée. By general consent such a place seems to belong to the college for the deaf at the capital city of the United States.

A quarter of a century has passed since that institution was founded. Its brief history is known to the world; the sum of its results can be estimated. Its representative need not pause to recall that history, nor to utter a panegyric upon those results; and yet, acquainted with the vicissitudes of that history, knowing each man in every college generation, its representative would obey the dictates neither of his heart nor of his judgment did he not stand here to claim, with all modesty, that that history has been glorious, and those results, all things considered, an almost unqualified success. For proof he can point to the intelligence and character of the graduates; to the positions they have won in literary, scientific, and educational circles; to the social honor and confidence which they possess in the community; to the elevating and impelling though indirect force the college has exerted among hundreds of the deaf, who, nevertheless, have not been able to enroll themselves among its alumni.

But, gentlemen, if perchance all these evidences should not avail—if the world, hearing the history of the college and viewing its results, should with cold averted eyes pronounce it a failure, would that settle the question? No; there would yet remain the confident appeal to the hearts of the graduates themselves. The secret consciousness of each one of them, dwelling upon his life history, must assure him that but for the breadth of development secured at the college his mental powers would have remained comparatively unaroused, his field of action forever circumscribed, his social, artistic, and spiritual aspirations keyed to lower flights.

So much may be said of what is past in the history of the college; its friends and alumni cherish the unshaken confidence that it has been a great, a powerful, and an ennobling factor in the history of our class.

Look, now, for a moment, at its present. Its advantages are many. If not endowed, it is richly dowered. It has ample and beautiful premises. Its buildings are commodious and handsome. It is placed at the political capital of the nation, a city which is rapidly becoming also the social, literary, and scientific center of America. It enjoys the support of an enlightened public sentiment. Its directors and faculty are imbued with the love of duty—with the wish and the will to cling to no beaten path should a wider and better expand before them. Finally, gentlemen—and this counts for much, since it is often not men but *a man* who leads to destiny—the college has at its head one of whom it is not too much to say that he embodies as commanding abilities, as enthusiastic forces as ever were enlisted in the cause of the deaf.

The main theme of this address is now to be presented. We are concerned less with the past and present than with the coming time. If the history of the college has been glorious and successful, if its present is full of advantages and promise, what is to be its future? Let us draw no hasty inferences. Should the college methods and aims remain just the same in the future as in the past, it does not follow that the results will be correspondingly successful. The world changes, and it never changes so rapidly and so radically as to-day; nor is this change less marked in educational than in other affairs?

Now, the college for the deaf has been from its inception an almost purely literary institution. Except in the English, French and German languages, in drawing and in mathematics, its curricula have hardly touched the domain of practical life; latterly an improved chemical laboratory has been added and is doing an excellent and increasing work.

Several considerations have in recent years led to the thought that *perhaps* this approach of the college methods and aims to the demands of practical affairs ought to be more general and close. Conversation, correspondence, and at least two articles in our leading journal have tended to arouse reflection upon the subject. Moreover, observation discloses the fact that other institutions of learning are everywhere yielding to the demand. They specialize and diversify their courses with numberless options. Universally they seem inclined to accept the dictum of Herbert Spencer that a youth should study as a youth that which he will practice as a man—a theory very far removed from that once quoted in an address to the students by the lamented

Garfield—that it “was not necessary to know Latin, but it was necessary to have forgotten it.”

Now, if this tendency of modern education is sound in regard to the hearing, is it not trebly so with regard to the deaf? Almost without exception the students of the college are poor; they have not only reputation but subsistence to conquer. Not all, even of those highly qualified in every way, are able to secure the precious opportunity of an entrance into professional life. Moreover, a large percentage have not been able to sustain the full requirements of the college course, yet in this contingent are many who in courses involving the use of hands and eyes might have ranked among the foremost.

To be brief then, as here needs must, should the college in the future, while retaining as much as possible of college spirit and aims, teach less of language, literature, and philosophy, and more, for example, of some such acquirements as practical surveying, chemistry, drawing, designing, modeling, carving, engraving, architecture, practical astronomy, and so on?

If this were done, there seems little doubt that the alumni generally could at graduation step at once into honorable and lucrative employments, instead of being compelled, as in most cases at present and in more, perhaps, in the future, to find or create spheres of activity after they leave the college.

Gentlemen, this is an alluring view. Yet, let us not hastily champion it. Neither let us antagonize it, though it ought to be said at once that against its too thorough adoption there certainly exists one great, if not vital objection. The college for the deaf was founded as a *college*. Its promoters aspired to prove to the world that many among our ranks were capable of attaining the highest intellectual culture, and of conferring upon the world results corresponding thereto. Such changes as have been suggested, if carried too far, would amount to a practical abandonment of this aspiration. The college would be no longer a college. It would be, at best, a college of industrial art, or a college with some other addendum which would render it *not* a college.

Is it possible to consider a step so far backward at the call of utility, or at any other call whatsoever? If, after twenty-five years of faithful endeavor, the attempt to carry the education of the deaf to a high point should be abandoned as impracticable, when would it be revived? Or, must it perish forever? If the free, enthusiastic, and generous American people can not establish and maintain it, where on the earth shall we look for a people who will dare even to renew the attempt?

Gentlemen, we can not know whether utilitarian or scholastic theories will prevail in the future administration of the college. It is a question that is certain to arise. Its discussion can do no harm and may do much good.

However it may be decided, let us cherish the serene confidence that no changes will be made so sweeping as to destroy the college germ. An institution that has even in a few brief years made its power and beneficence felt not only throughout the borders of the land that created it, but in nations beyond the seas; such an institution can not, must not, be let die in that which especially distinguishes it. Man will defend it. God will preserve it. It must contain the seeds not only of life, but of adaptive and expanding usefulness.

Finally, gentlemen, let us never lose sight of the fact that if we would see such a consummation 'tis we ourselves must win it. The munificence of governments can do much; the love and the sympathy of De l'Épées and Gallaudets can do more; but neither, nor all, can conquer the world for us. That is ours to do. The achievements we grasp, the characters we form—these alone are effective. Let us labor to make the one so high, the other so fine and true, that at last the world will be forced to turn and cry, Behold the education of the deaf—even a college for the deaf—is not a boon conferred; it is an investment. The toil, the time, the treasure, are not spent; they return upon us in compensations sure and sweet.

This paper was prepared in the hope that a discussion of it by so many intelligent deaf men would lead to valuable results; but since under the management no proper discussions could be held, the paper failed of its purpose.

The delegations foreign to France had looked to the meeting chiefly as an opportunity to convince the public of the progress made by the deaf, and to accomplish all that they could for the future advancement of the class, while they did not overlook the fact that it was also to celebrate the centenary of De l'Épée. With the French, however, this latter object seemed paramount. Every session abounded with apostrophes to his memory, and two day sessions were set apart to honor

the same—as much time, in the aggregate, as was devoted to all other subjects together.

Upon the first of these days the congress assembled at Versailles. This city of his birth has duly honored De l'Épée. The street leading to the site of his birthplace bears his name, his portrait hangs in the city hall, and his effigy in bronze adorns one of the public squares. The building in which he was born has been replaced by others, and these are inclosed by a high wall of stone, upon which was now unveiled a brass plate bearing an appropriate inscription. The president of the congress and a representative of the mayor made brief addresses. The company then proceeded to the statue, where the chief exercises of the day were held. The Americans had by subscription provided a large and handsome basket of flowers, which they placed at the base of the statue before the ceremonies began; some of the European delegations, according to their custom, brought tributes in the form of parti-colored beads, arranged in imitations, more or less bizarre, of natural flowers. When his turn came the representative of the American delegation, Mr. W. L. Hill, of Athol, Mass., delivered an earnest and spirited address from the steps of the monument. The exercises of this day were orderly, appropriate, and complete. After them the company proceeded to the palace of Louis XIV., and were photographed in the famous gardens of the palace, having for a background the "Glass Gallery" in which the Prussians proclaimed William I. Emperor of Germany.

The second of the days devoted to De l'Épée opened with memorial services in the ancient church of St. Roch, in the Rue St. Honore, Paris. The remains of De l'Épée lie beneath a handsome tomb on the left of the entrance. The exercises were entirely by priests. Not far from the church, in the Rue Therese, and near the avenue de l'Opera, is the site of the house where De l'Épée died in the midst of his pupils. A large brass plate had been placed high up on the wall of the present building, and was now uncovered; no exercises were held. The plate records the dates of his birth and death, his achievements, and an encomium pronounced upon him by the French legislature.

The foreign delegations had felt that the French were not at home in the management of public meetings, but happily there was one occasion at which the latter were in their element. They arranged a banquet for one of the closing evenings, and in this social field they fairly shone. All the details were exquisitely attended to. Every little point of etiquette was foreseen. Moreover, the affair took place in a building on the Rivoli which was said to have been once a palace. The apartments certainly, in loftiness and breadth, in the taste and beauty of their decorations, in the splendor of all their appointments, compared favorably with the grandest that we had seen in the palaces of Paris and Versailles. A senator (Hugot) of France presided, and when the company were seated at the broad and brilliantly adorned table it seemed as if no body of managers could have done their part more delicately and well. The banquet was prolonged for five hours. Towards its close many speeches were made from a table near the center of the hall, at the side of which stood a bust of De l'Épée. This, as the speaking went on, became fairly buried in the flowers cast upon it by speakers and spectators. Many of the speeches were inimitable.

A brief *soirée d'adieu* on the next evening closed the congress. Were this the proper place I should be glad to go into details of the many excellent parts borne by my colleagues. Their papers, as a whole, touched upon every question that most concerns the deaf, whether at

school, at work, or in society. From the many impressions which the meeting left with me several are prominent:

(1) In the direction of artistic culture the deaf have made greater advances in other lands than in our own. In each of the foreign delegations I found one or more who excelled in the use of the pencil, brush, or burin. This is but natural, since they live in communities where these pursuits are generally cultivated; yet it is a field which might be better tilled in our own schools for the deaf.

(2) The general public in France took no interest in this meeting. There were no hearing persons at the sessions except a few teaching priests. It is true that a senator presided at the opening session and at the banquet, but he said little, and did nothing except to beam his good-will. Remembering the many evidences of public interest in the recent meeting at Kendall Green—the large proportion of hearing persons in the audience, the “pestilent pursuit” after news of the meeting by reporters, the admirable reports of the meeting in all the daily papers of Washington—then, indeed, the contrast here was significant.

(3) The chief practical results of the meeting with regard to the American delegation were the breadth, experience, and incitement accruing to its members by means of travel, society, and debate; and the impression which they created, not only upon the deaf of other lands, but upon numbers of hearing people, during the voyage out and at other times. With regard to the first point the results would have been increased if the arrangements on the part of the French had been such as to permit of the dispatch of business. With regard to the second point, which could be illustrated by many incidents, I am sure the impressions given by the delegation were such as will lead many persons to look with different eyes upon such deaf persons as they may hereafter meet, and to hold in greater respect that system of education and that national spirit which have produced the genial, sociable, and intelligent traveling companions that the delegates proved themselves to be.

(4) The Americans as a body were plainly the leading delegation in the congress. They displayed a brightness, an earnestness, a resource, a fertility of illustration, a fullness of information, a readiness in speaking, and a clearness in delivery that was found, at best, but scattering among the other delegations. But while taking this view no disparagement to the other delegations is intended. The precedence is not ascribed to any native superiority on the part of the Americans, nor even to the better educational advantages they have enjoyed; it arose, doubtless, chiefly from the wider, freer, more equable social and political atmosphere in which as Americans it has been their happy lot to be reared. All this is a difference of circumstances merely, and therefore it is hoped that the statement of my view will give no offense.

(5) The sign language has attained a range and finish in America that is unknown in other countries. In England among the best educated the means of intercourse is a very rapid use of the double-hand alphabet. This serves well for conversational purposes, but before an audience it is lifeless and ineffective. Among the less educated signs are used, but they are limited in range and lacking in expression. On the continent signs are much more generally used. They are, however, of a halting, broken, indistinct character, as if the speaker were obliged at every step not only to search his mind for an idea, but also for a means of expressing it. Among the Europeans in two cases only was there a delivery approaching that which can be seen everywhere in America—a delivery in signs that are smooth, clear, and cogent; that can win to smiles, affect to tears, provoke to reason, stir to emulation; a delivery,

in short, that is lacking in no essential of oratory. The possession of such a language seemed at once a cause and a consequence of the high average and comparative development of the Americans.

The American delegation had not been long in Paris before learning in various ways that there were not a few other societies of the deaf in the city besides the one which had issued the call for the meeting. Many of the delegation had enjoyed the hospitality of a leader in one of these societies, M. Griole. He appeared to be the most intelligent deaf person whom we met abroad. He was now well past middle life, possessed a fine library, had traveled much, was devoted to numismatics, and was thoroughly well informed upon most subjects. Royalist in principle, he yet respected the republic, and indeed all his views of French politics and the French people seemed to me striking and just. One evening after the congress had finally ended a majority of the American delegation attended a meeting of his society. This meeting proved highly typical of French life and customs. It was held in the most public room of a café in the Rue Druot. We were told that their regular meeting place was in a room above, then undergoing repairs. The company, about forty, sat around the usual little tables of the café, smoking, chatting, playing various games, sipping beverages, and in general enjoying themselves in a highly independent and sociable manner. There were no indications of any higher purposes of the meeting except that near its end many representatives of both nations mounted a chair and made short speeches. The room was on a corner in a populous quarter, but the public seemed well accustomed to the scene. There was no obtrusive staring; if a frequenter of the café came along he would pass on to the side entrance. Most of the members were artisans, but there was a liberal sprinkling of artists, and some of their work in sculpture, judged by photographs, was excellent. One young man who had displayed talent was supported in part by the city while prosecuting his studies. This society was composed of Protestants. Our visit to it, coupled with the fact that we occasionally met upon the streets and saw upon the purely social occasion of the banquet numbers of deaf persons of evident character and talent who yet had not been present at the congress, led to the impression that perhaps we had seen in the congress only one *cercle*, instead of a gathering truly representing the deaf of the French capital.

One forenoon was spent at the Paris institution. The director, M. Javal, was very kind and polite. This school has been conducted upon the pure oral system since 1880. Of the fact there was ample proof, for, with the exception of some specimens of wood carving and pen and ink sketching, one saw little evidence of any intellectual culture whatever, except in the single direction of articulation and lip-reading. In these the results, as far as I could judge, were no better than those constantly obtained at Kendall Green. In the absence of any encouragement I endeavored, as far as politeness would allow, to test the acquisitions of pupils in other directions. It would have been especially interesting to meet the best pupils, so as to compare them with those who yearly enter the introductory class of the college, but no classes or individuals were seen that had gone beyond the simplest expressions in language and numbers.

From Paris I proceeded alone to Brussels, in order to deliver to Monseigneur De Haerne the diploma awarded him at our last college commencement. Having previously written him of my inten-

tion, he had replied expressing the greatest interest and pleasure, and stating that a "solemn ceremony" would be held in honor of the occasion at the school for deaf girls in the Rue Rempart des Moines. My grief, therefore, was great when upon my arrival in Brussels I learned by a letter from M. Cotnam, the present director, that De Haerne was seriously ill. His mind is perfectly clear, but his eighty-five years press heavily upon him, and at times plunge him into periods of prostration, one of which unfortunately had begun within the two days previous.

M. Cotnam, however, wrote that this misfortune need not prevent me from giving, and he hoped from receiving the pleasure of a visit to the school. The day spent at this school proved one of the most interesting and profitable of all the days of my mission. It is for the blind as well as for the deaf. It is conducted entirely by Sisters of Charity. In the first room entered were about a dozen girls who were the children of "noble" people. This, by the way, was a distinction that a deaf Englishman had spoken of as a matter of course in a school that he had attended. While my reading had prepared me for it, nevertheless it struck oddly upon American nerves. This room joined a larger, in which the main body of the girls were assembled. All were quite young, the oldest apparently not yet seventeen. Their education, while essentially oral, had not involved the rigid prohibition of signs. It seemed to me that the great heart of De Haerne had a share in the evolution of his scheme of education; while by intellectual processes he would if possible endow his pupils with speech, he would not at the same time proscribe a means of intercourse that admitted him to their sympathies. Several of the girls, in the hour which followed, read orally exercises written upon the blackboard, I endeavoring to gain some notion of their proficiency by reading their lips. The Sisters took the same pains to correct pronunciation as if I had been a hearing critic. My real intercourse with the pupils, however, was by writing and in French. While their oral attainments may be excellent, their progress in other studies has not apparently been equal to that of pupils of the same age in our own schools. This might be so, even in the absence of other causes, from the fact that their lives are more secluded, their movements less free, and therefore their experiences less wide than those of our own pupils.

From the school-rooms we entered a large court-yard, covered upon one side, where elaborate preparations had been planned for the ceremony, the more formal part of which of course had now to be omitted. The following address which I had prepared was, however, read to the school, in French:

MONSIEUR: I have the honor to deliver to you this diploma, which certifies the fact that the College for the Deaf in America has conferred upon you the honorary degree of Doctor of Humane Letters.

Upon this parchment you may read the signatures of the President of the United States and of the president and secretary of the college. Be assured, *Monsieur*, that these honored men speak not only for themselves, but for many others in our land who have learned to appreciate your services and to venerate your character. We see in you the *De l'Épée* of our day; but, more fortunate than he in the means of communication, your liberal and energetic spirit has not been content to spend itself upon your own people—it has leaped over an arm of the sea and planted a new center of education in the islands of Britain; almost may we say that it has crossed the great ocean and seated itself within the borders of our own beloved America—for the contemplation of your example has been and is to us a guide and an inspiration.

Accept, then, *Monsieur*, this evidence of our love and respect, and with it the hope that you may yet be spared to enjoy upon earth many years of health, happiness and honor.

In the absence of Monseigneur De Haerne the pupils made reply to the above, in French, of which the following is a translation :

SIR: Welcome to Belgium, and to this house. We welcome you as one of those generous men who consecrate their lives to the work of ameliorating the condition of the deaf and dumb. This title alone makes you at home among us. Besides which you are here to confer a marked distinction on Monseigneur de Haerne, our former director, our benefactor and father.

In the name, then, of all the deaf-mutes in Belgium we thank you most cordially for this testimony of respect and sympathy, brought from so great a distance to him who treads so faithfully in the steps of the Abbe de l'Épée.

We beg you, sir, to convey our grateful thanks to the president, Mr. Gallaudet, and to his colleagues of the College at Washington. Will you also express to your pupils, with whom we are already associated by a common misfortune, how happy we are to have our names linked henceforward with theirs in the expression of a common gratitude?

This address was written upon a blackboard, and at my request some of the pupils read it orally while others repeated it in signs that differed scarcely at all from our own.

These addresses, with others, formed part of a programme that had been arranged for the occasion; it opened with a rendition of "La Brabançonne," the Belgian national air, by the blind pupils, and closed with "Hail Columbia." One of the souvenirs given me was a copy of this programme, illuminated upon ivory by the Sister Raymunde, and truly an exquisite work of art.

While all the appointments of this institution are severely simple and inexpensive, it would be hard to find one where more attention is paid to the real essentials of air, light, cleanliness, and school room appliances. More than this must be said: Never have I seen a body of instructors more devoted and patient than these appeared to be. Outside this, the delicacy, the refinement, the intelligence, and the kindness of the *Mère Begga*, the *Sœur Senensis*, and many others of the sweet-faced sisterhood, made impressions that never will be effaced.

Having thus discharged the duties intrusted to me, I turned my face homeward, confident in the belief that in the education of the deaf the Old World has little to teach the New, and happy in the consciousness that while much was good, great, and glorious in the kingdoms of Europe, yet no people have such cause for happiness as those whose lot is cast in the free, generous, and enlightened Republic of the United States.

AMOS G. DRAPER.

WASHINGTON, *October 1, 1889.*

CATALOGUE OF STUDENTS AND PUPILS.

IN THE COLLEGE.

From Connecticut.

George Chauncey Williams.

From Delaware.

John C. Jump.

From Illinois.

Charles D. Allard.
Georgia Elliott.
Lulu O. Herdman.
Fredo Hyman.
Lawrence F. James.
William G. McIntosh.
Oscar Regensburg.
Grace Rhodes.
Charles D. Seaton.
William I. Tilton.

From Indiana.

Theodore Holtz.
Oscar Shaffer.

From Iowa.

William W. Beadell.
Charles R. Hemstreet.
Paul Lange, jr.
Ellsworth Long.
Joseph Schuyler Long.
Edwin Pyle.
David Ryan.
Hobart Lorraine Tracy.

From Maine.

Amos Barton.

From Maryland.

Frank A. Leitner.
Alto M. Lowman.

From Massachusetts.

George T. Sanders.

From Michigan.

Fred Max Kaufman.
James M. Stewart.

From Minnesota.

Ralph H. Drought.
Jay C. Howard.
John Schwirtz, jr.
Thomas Sheriden.
Cadwallader Lincoln Washburn.

From Missouri.

Hannah Schankweiler.
Stephen Shuey.

From Nebraska.

Louis Andrew Divine.
Margaret Ellen Rudd.

From New York.

Phillip H. Brown.
Rosa Halpen.
Ralph Waldo Howard.
Martin Milford Taylor.
Harry Van Allen.
H. Earl Wilson.

From Ohio.

Clarence Wilton Charles.
Theodore Christian Mueller.
William Henry Zorn.

From Pennsylvania.

Lilly Amabel Bicksler.
Harvey D. De Long.
William De Witt Himrod.
Gurney T. Hosterman.
Edwin Clarence Harrah.
John Mutchler Kershner.
Maggie A. McGinnis.
W. R. McIlvaine.
Charles R. Neillie.
Agatha Tiegel.
Oliver J. Whildin.

From Tennessee.

Thomas Marr, Jr.
Michael Maddern.
Alton Odom.

From Texas.

Ida M. Sartain.
Robert M. Rives.

From Wisconsin.

Richard Ernest Dimick.
Thomas Hagerty.
Benjamin F. Round.
Harry L. Stafford.

From District of Columbia.

Frank G. Wurdeman.

IN THE PRIMARY DEPARTMENT.

Females.

Mary Jane Booth, District of Columbia.	Millie Searles, Montana.
Ida Boyer, Delaware.	Lucy Smith, District of Columbia.
Jeannette Dailey, District of Columbia.	Eva Webster, Montana.
Mary Dailey, District of Columbia.	Irene B. Martin, District of Columbia.
Elizabeth Fagin, Delaware.	Eleanor M. Perrette, Indiana.
Maggie Hyde, Delaware.	Mary Ann Primeau, Indian Territory.
Nellie Lynch, Delaware.	Bertha May Whitelock, Delaware.
Gertrude Parker, Delaware.	Anna May Wood, Montana.
Mary D. K. Sendkin, District of Columbia.	Annie Zeust, District of Columbia.

Males.

Anthony Allen, District of Columbia.	Robert Kleberg, Texas.
Walter Argo, Delaware.	Charles E. D. Krigbaum, District of Columbia.
William Argo, Delaware.	Joseph M. Landon, District of Columbia.
Ernest Bingham, North Carolina.	Edward W. Lane, Montana.
Asbury Arnot, Indiana.	John Henry Lay, Montana.
William Brown, District of Columbia.	Marcellus J. Laube, Virginia.
William H. Catlett, District of Columbia.	George M. Leitner, Maryland.
Frank Carroll, District of Columbia.	Paul D. Hubbard, Colorado.
Harry R. Carr, District of Columbia.	William Lowell, District of Columbia.
Oliver J. Clarke, South Carolina.	Simon Mundheim, District of Columbia.
J. W. Clarke, Wyoming.	George W. McDonald, Nebraska.
George R. Courtney, District of Columbia.	Sheldon Miller, Mississippi.
Alfred H. Cowen, Canada.	Thomas H. Peters, Montana.
Hugh Dougherty, District of Columbia.	Henry H. Rohrer, Ohio.
Ralph H. Drought, Minnesota.	Frank Stewart, District of Columbia.
August C. Essig, District of Columbia.	Harry B. Shibley, Arkansas.
Maurice T. Fell, Delaware.	Richard Thomas, District of Columbia.
Henry J. Gilroy, District of Columbia.	Hiram T. Wagner, Mississippi.
Eugene E. Hannon, District of Columbia.	Daniel C. Watson, Tennessee.
Thomas F. Harrihill, New York.	Henry Willis, District of Columbia.
Herbert Hurd, Delaware.	James Allen Wright, North Carolina.
Herbert Jump, Delaware.	John Walsh, Indiana.
Charles H. Keyser, District of Columbia.	David H. Wolpert, Colorado.
George E. Keyser, District of Columbia.	
Sidney W. King, Virginia.	

REGULATIONS.

I. The academic year is divided into three terms, the first beginning on the Thursday before the last Thursday in September, and closing on the 24th of December; the second beginning the 2d of January, and closing the last of March; the third beginning the 1st of April, and closing the Wednesday before the last Wednesday in June.

II. The vacations are from the 24th of December to the 2d of January, and from the Wednesday before the last Wednesday in June to the Thursday before the last Thursday in September.

III. There are holidays at Thanksgiving, Washington's Birthday, Easter, and Decoration Day.

IV. The pupils may visit their homes during the regular vacations and at the above-named holidays, but at no other time, unless for some special, urgent reason, and then only by permission of the president.

V. The bills for the maintenance and tuition of pupils supported by their friends must be paid semi-annually, in advance.

VI. The charge for pay pupils is \$250 each per annum. This sum covers all expenses in the primary department except clothing, and all in the college except clothing and books.

VII. The Government of the United States defrays the expenses of those who reside in the District of Columbia, or whose parents are in the Army or Navy, provided they are unable to pay for their education. To students from the States and Territories who have not the means of defraying all the expenses of the college course the board of directors renders such assistance as circumstances seem to require, as far as the means at its disposal for this object will allow.

VIII. It is expected that the friends of the pupils will provide them with clothing, and it is important that upon entering or returning to the institution they should be supplied with a sufficient amount for an entire year. All clothing should be plainly marked with the owner's name.

IX. All letters concerning pupils or applications for admission should be addressed to the president.

X. The institution is open to visitors during term time on Thursdays only, between the hours of 10 a. m. and 3 p. m. Visitors are admitted to chapel services on Sunday afternoons at a quarter past 3 o'clock.

XI. Congress has made provision for the education, at public expense, of the indigent blind and the indigent feeble-minded of teachable age belonging to the District of Columbia.

Persons desiring to avail themselves of these provisions are required by law to make application to the president of this institution.